

Childminder report

Inspection date: 2 April 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder places a focus on nature and children learning outdoors. She uses her excellent understanding of how children learn very successfully to help children achieve the next steps in their development. For example, children are highly motivated and enthusiastic to learn about wildlife. They look for different species of birds and discuss how they have different tails which sets them apart from the other birds. Children thrive in this excellent setting. Children have learned how to identify a number of different birds and share this with others. The childminder provides endless opportunities for children to interact in the garden. For example, children practise real tasks, such as opening and closing the various water taps and topping up the bird feed. They enjoy extended periods of outdoor play and make daily visits to local parks and woodland. The childminder helps children to develop a deep knowledge of the natural world.

The childminder has high expectations for every child. She gets to know each child very well through a robust settling-in process. The childminder ensures every child's emotional development is very well supported through superb partnerships with parents. Children settle quickly and become confident, curious explorers in the high-quality learning environment she carefully organises each day. The childminder helps children to learn how to do things on their own. Toddlers learn to find their wellington boots on their own and put them on the right feet. Children feel competent. They thrive in an environment that the childminder designs to scaffold their independence. Children beam with excitement as they eagerly show visitors what they can do.

What does the early years setting do well and what does it need to do better?

- The childminder has a very strong understanding of child development. She designs a curriculum bespoke to the needs of each child she cares for. Children maintain their concentration and enthusiasm while persisting with tricky tasks. For example, they use jugs and small containers to carefully combine coloured water as they mix their own 'potions'. Children pour carefully, ensuring they minimise spills. They excitedly predict the new colours they are about to create. The childminder allows children the time they need to work through challenges. Children rapidly reach their milestones and exceed them.
- The childminder expertly promotes children's physical skills and delights in their achievements. Children are deeply involved in their learning, displaying constant enjoyment and enthusiasm when they play. Children excitedly inform the inspector how they enjoy walking in the woods, collecting leaves and threading them on twigs. The childminder and children enjoy exploring the outdoor area, growing vegetables and creating hedgehog homes. This provides children with an understanding of nature and what it can provide.

- Communication and language are given the utmost focus. The childminder skilfully supports children's communication and acquisition of new vocabulary. For example, she sits down low and maintains eye contact and talks to younger children as they babble. The childminder allows time for repetition and plans constant opportunities for song, stories and rhymes. Children are able to express their needs and are developing increasing confidence and fluency.
- The childminder places a strong emphasis on promoting children's early literacy skills. Story times are exceptionally well delivered indoors and out in the woods. She chooses purposeful books that are closely linked to supporting children's further development across all areas. For example, children develop a love of books and act out their favourite story about a bear hunt in the local woods with other childminders and their children. The childminder asks children questions as they are eager to find out 'why' and 'how' things work. The childminder reads with enthusiasm and uses enticing props. All children develop a deep love of reading.
- Parents are overwhelmingly positive about their children's experiences in the setting. They comment that every day is a new adventure for their children. Parents very much appreciate the experiences and opportunities their children have to learn and play outdoors. The childminder shares information with parents daily about what their children are learning. She provides parents with things they can try to support their child's learning at home. These partnerships provide an effortless transition from home and consistency of care for their children.
- Children's behaviour is excellent. The childminder provides children with clear explanations as to why they need to do things. She is incredibly calm and gentle in her interactions, explaining everything she does in a clear and consistent manner. For instance, children react immediately if she or another child asks for help. They display excellent turn taking as they scoop different fruits for snack. Toddlers are confident of the need to leave some for others and go back for more. Children are very caring and show consistently high levels of respect for others.
- The childminder is reflective and strives for continuous improvement. She prioritises her own professional development and completes training aimed at having the biggest impact on children's progress. For example, she has completed an early years degree course since her last inspection to inspire and move her practice forward even further. To also bring fun into children's learning through play and in nature. This has equipped her with a greater understanding of how to support children's lifelong learning skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY343561
Local authority	St Helens
Inspection number	10317175
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 May 2018

Information about this early years setting

The childminder registered in 2006 and lives in Laffak, St Helens. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 6. She provides early funded education for children aged two, three and four years.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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