

Childminder report

Inspection date: 30 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a friendly and welcoming environment for children. Children thoroughly enjoy spending time with the childminder and their peers. The childminder has created secure bonds with children. She provides reassurance and comfort to children when needed. This helps children to feel emotionally secure. Children are confident communicators. They are keen to show the inspector the toys that they like to play with.

Children behave well. They show good listening and attention skills. The childminder has high expectations for all children. She provides children with short, simple instructions. This helps children understand what they have been asked to do. Consequently, they follow the childminder's instructions well. The childminder is a positive role model. She teaches children to share the toys together. When any disputes do occur, the childminder supports children with turn taking promptly and effectively.

Children gain a love of books from a young age. They carefully turn the pages as they share stories together. Children show their friends who is hiding behind the flaps in books. Toddlers make the noises of the animals they can see in the story. The childminder talks to children about what is happening in the pictures. This helps to develop children's language skills.

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

- The childminder creates a broad curriculum. She has a good knowledge of children's starting points and where they are up to in their development. However, the childminder does not always ensure the curriculum is planned appropriately during group activities for younger children. Consequently, younger children do not fully engage in group activities and sometimes lose interest.
- Children learn vocabulary in meaningful ways. For example, the childminder introduces words such as, 'tall' and 'short' as children compare sizes of towers when building a castle. She repeats single words to toddlers as they play with animal figures. Toddlers run over to their friends and try to say the new word they have learned. Children make good progress with their communication skills.
- The childminder keeps her mandatory training up-to-date. She accesses training courses and listens to webinars to further develop her knowledge. The childminder evaluates her setting well. She gains the views of parents and children regularly. This helps her to plan for improvements to her provision.
- Partnerships with parents are strong. Parents praise the childminder for creating a 'loving' and 'caring' setting. The childminder provides parents with helpful guidance. For example, she supports them with children's sleeping and eating routines. The childminder keeps parents regularly updated about children's

development. This helps with continuity in children's learning.

- The childminder promotes children's mathematical development well. Children are encouraged to recognise the shapes in their environment. They take turns to recognise which coloured track the train will stop on. Children confidently count out how many crayons they are using. This helps to develop children's mathematical skills.
- The curriculum for understanding the world is well planned. The childminder takes children to local parks, farms and walks around the local community. Children plant their own fruit and vegetables in the garden and watch the changes to the plants as they grow. This helps children learn about the life cycles of plants.
- Overall, children's growing independence is supported. For example, children wash their hands by themselves before eating. However, the childminder does not ensure her curriculum provides children with the skills they need to complete tasks independently, in good support of their personal development.
- Children's good health is supported well. They learn to make healthy choices, supported by the childminder's healthy and nutritious menu. Children have daily opportunities to be physically active. These opportunities help children learn about healthy lifestyles.
- Children are kind and caring. For example, they work well as a team to tidy up the resources. Children happily play together as they pretend to make food for the childminder. The childminder praises children for being helpful. This helps to build up children's self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance the curriculum to further promote children's growing independence
- strengthen the curriculum planning during group activities so that all children's abilities are considered.

Setting details

Unique reference number	EY343878
Local authority	St Helens
Inspection number	10317170
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	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 May 2018

Information about this early years setting

The childminder registered in 2006 and lives in St.Helens. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The quality of education was observed, and the inspector assessed the impact this has on children's learning.
- The inspector and the childminder completed a learning walk and discussed the intent of the curriculum.
- The childminder and the inspector evaluated an activity together.
- The childminder provided the inspector with a sample of key documentation on request.
- Children were spoken to when appropriate.
- The childminder and the inspector held ongoing discussions throughout the inspection.
- The inspector took account of parents' views about the childminder's setting.

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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