

Childminder report

Inspection date: 18 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 enthusiastically welcomes children into a safe and caring home environment. She fosters warm and affectionate relationships, which help children to feel valued and secure. Children, including those who are new to the setting, are settled and happy in the childminder's care. Children quickly grow in confidence and demonstrate a strong sense of belonging.

The childminder knows each child well. She builds on what they already know and can do to help them gain the knowledge and skills they need to support their learning. The childminder uses a seasonal topic-based approach to help her plan a broad and balanced curriculum. She uses children's interests effectively to provide activities that ignite their enthusiasm for learning. Children become confident and motivated learners. The childminder provides good opportunities for children to repeat and revisit activities. This allows children to practise and refine new skills to consolidate what they have learned. Children who are learning about animals explain to the inspector how the toy walrus they are playing with uses his tusks to climb up onto the ice. Supported by the childminder, who has successfully developed her educational programme for mathematics, children use mathematical concepts and language with increasing accuracy as they count, identify shapes and compare sizes as they play. In the main, the childminder delivers a highly ambitious curriculum. However, on occasion, older children who learn quickly are not fully supported to take their learning to the highest level.

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

- Children's well-being is at the centre of everything the childminder does. Their personal, social and emotional development is continually fostered. Children thrive on the positive relationship that they establish with the childminder. They are learning about the community in which they live and ways they can help others. For example, children accompany the childminder as she makes donations to the local food bank.
- The childminder is a very positive role model. She clearly explains behavioural expectations and supports children as they learn to recognise, understand and manage their own feelings and behaviours. Children show care and concern for one another and are keen to make sure no one is left out. For example, when preparing to sing a familiar rhyme, one child gets a doll for the childminder, so she can also join in with the actions to the song.
- The childminder provides a varied weekly routine that excites children and successfully promotes their learning. Children enjoy outings. They listen carefully to see what they can hear and are becoming increasingly aware of the changing seasons. Children's understanding of the natural world is further enhanced by visits to see and learn about farm animals, reptiles and the local wildlife.

- This experienced childminder simultaneously meets the care and learning needs of children of various ages. Babies happily explore a range of different textures. While, older children are encouraged to think carefully and consider what they may need to make their snowman.
- The childminder monitors the progression of children's speech closely. She quickly identifies and takes positive steps to help address any possible delay. She models language well and builds children's conversational skills effectively at every opportunity. Children value the time they spend with the childminder and their friends. They are eager to talk and are learning to listen as others speak.
- Children enjoy songs, rhymes and stories as part of their daily routine. They happily take turns to choose a card from the 'song sack'. Children quickly identify the picture and sing the corresponding song. For example, when they select a crocodile, they quickly get in position to rock backwards and forwards while they sing 'Row, row, row your boat'.
- Overall, the educational programme for literacy is strong. Children are learning that print carries meaning and make marks for a purpose. The childminder provides routine opportunities for children to develop the strength and dexterity they will need for eventual handwriting. Older children recognise and attempt to write the letters in their name. However, children who are ready are not always fully supported to further develop their phonological awareness so that they can spot and suggest rhymes or count or clap syllables in a word.
- The childminder manages her setting well. She reflects on the quality of her provision and is committed to her own professional development to further improve outcomes for children.
- Relationships, including those with parents, are a key strength. Effective communication encourages parents to share what they know about their child's learning. Parents are very well informed about all aspects of their child's time with the childminder. This investment in partnership working helps to promote a shared and consistent approach to children's care and education.

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 offer greater challenge for children who make rapid progress
- strengthen the educational programme for early literacy, in particular ways to promote the phonological awareness to support later reading.

Setting details

Unique reference number	EY374427
Local authority	St Helens
Inspection number	10304844
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	0 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 February 2018

Information about this early years setting

The childminder registered in 2008. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Vickie Halliwell

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- 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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