

Childminder report

Inspection date: 26 January 2023

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

Children get a wonderful start to their early education at this setting. They are very happy and well settled. Despite their very young age, children patiently share and take turns without any prompting from the childminder. When children have finished with resources, they instinctively return them before accessing more. The rules and boundaries are very well embedded and naturally followed by children. A culture of mutual respect and inclusion is seamlessly threaded through the setting. Children model the childminder's calm and caring nature. They demonstrate that they feel safe and secure in her care.

The childminder's bespoke curriculum is ambitious and captures children's interests and learning needs perfectly. Her expectations of what children can achieve are very high and specific to their individual abilities. Children take part in unique events, such as a national bird watch, and learn interesting facts about birds. The childminder is an excellent role model for language development. Children hear a wide range of vocabulary and use words such as 'massive' and 'telescope' during their independent play. They communicate with a great degree of confidence and fluency. Children are incredibly well prepared for the next stage in their learning.

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

- The childminder has an excellent understanding of the different ways children learn. She uses her knowledge of child development to plan a curriculum that is flexible and unique. The childminder consistently tests out what children remember by asking open-ended questions that promote their thinking skills. This helps her to extend children's learning as it is happening. Children make exceptional progress and achieve beyond their age-related expectations.
- The childminder has robust procedures in place for monitoring and assessing children's development. She responds swiftly to gaps in learning and implements successful strategies that help children to catch up. Consequently, children who start the setting at risk of falling behind, make rapid progress without requiring outside professional support. This ensures that all children have the skills they need for the next stage in their learning.
- Children have brilliant mathematical language for their age. They hold back-and-forth conversations comparing 'thin' and 'thick', 'long' and 'short' sticks. Children practise their counting skills automatically. For instance, when washing their hands, they confidently count to ten. These very young children are already developing a broad range of skills needed for school.
- Children are impressively independent and confident. They concentrate intently when learning to peel their own fruit and are motivated by the childminder's verbal prompts. Children tend to their own personal care needs, such as wiping their own nose without support. They confidently remind their friends of the

importance of covering their mouth when coughing. Children demonstrate high levels of resilience when learning unique ways of putting on their own coats. They are incredibly motivated learners.

- The childminder works hard to teach children about what constitutes a healthy lifestyle. She offers a balanced diet and talks to children about the importance of healthy choices. Children benefit from daily exercise and fresh air when walking in the local community. The childminder keeps children motivated while walking by incorporating learning opportunities. For instance, they listen carefully to environmental sounds, identify different coloured cars and recall interesting vehicles they have seen in the past, such as a crane. Children truly receive a well-rounded education at this setting.
- Children experience unique activities that teach them how to care for animals. For instance, they learn to care for the family pet, a bearded dragon. Children are eager to discuss the differences between his food and theirs. They subsequently learn new words, such as 'locust' and 'cockroach'. Children have a lot of opportunity to observe the pet and ask questions. This promotes children's thinking and conversational skills.
- The childminder uses mealtimes to provoke discussions about cuisine and how these may be different in various cultures. She uses real-life images of babies and children from different cultures and ethnicities to discuss similarities and differences. These early conversations help provide the foundations for teaching young children about life in modern Britain.
- Partnership working with parents is strong. The childminder shares information about children's development each day. She provides parents with a monthly newsletter outlining her curriculum and what children are working on. The childminder shares her resources with parents and provides activities for them to do at home. This collaborative approach provides continuity in children's care and learning, helping them to make the best possible progress.
- The skilled childminder is very reflective. She places high priority on professional development and is incredibly dedicated to her role. The childminder targets her training and research to support children's specific needs, such as speech and language. She works in partnership with other professionals to seek advice and explore different early years literature. The childminder consistently measures the impact of her professional development to ensure she is providing an excellent quality of education for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a firm understanding of the potential signs and symptoms of abuse. She has effective systems in place for recording and monitoring accidents and injuries. The childminder keeps her knowledge and understanding up to date and completes additional training courses to keep her well informed of local initiatives. This allows her to effectively safeguard children. The childminder has a clear understanding of how to correctly refer concerns about a child's welfare.

Setting details

Unique reference number	EY395282
Local authority	St Helens
Inspection number	10264239
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 June 2017

Information about this early years setting

The childminder registered in 2009 and lives in Haydock. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector

Kayte Farrell

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 setting.
- The childminder gave the inspector a tour of the setting and discussed how the curriculum is planned and implemented.
- Discussions were held with the childminder and children at appropriate times throughout the inspection. Written feedback from parents was considered.
- The inspector observed the quality of education, indoors and outdoors, and evaluated the impact on children's learning.
- A leadership and management discussion was held with the childminder. Documentation relating to the suitability of people living and working on the premises was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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