

Childminder report

Inspection date: 4 September 2023

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 highly experienced childminder provides children with a cosy home-from-home setting. She welcomes them into a safe and stimulating learning environment. The childminder ensures that her curriculum is suited to the needs and interests of all the children who attend. For example, she regularly takes children out on trips into the local community. Children visit farms where they can pet the animals and go pumpkin picking. They also visit the local safari park to see the lions. This helps children to feel part of their surroundings and supports their knowledge and understanding of the world.

The childminder leads group activities that are developmentally appropriate and capture the interest of children. She is ambitious for children and provides opportunities for them to grasp new concepts. The childminder uses clear instructions and good modelling skills to guide their learning. For example, she helps children to explore how different items melt under the heat of the sun. Children work cooperatively and are excited to see if and how the different items change as they melt. They are developing positive behaviours and attitudes to learning.

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

- The childminder ensures that children can access multicultural resources and celebrate their differences. She has a clear understanding of the needs of all children and is able to put in place plans from other professionals to support children with their developmental needs. This practice helps all children to be fully included and get the most from the childminder's curriculum.
- Partnerships with parents are strong. Parents feel valued and part of their children's learning. Feedback is given on a regular basis, informally at collection time and through text messages throughout the day. The childminder also shares more formal feedback on children's progress, for example through learning journeys and statutory assessments when a child is aged two. This good information-sharing helps to ensure that children's needs are known and met.
- The childminder appreciates that children learn in different ways and at different rates. She is able to adapt her practice accordingly. This supports children at different stages of development. She can plan and deliver appropriate learning opportunities that meet the individual needs of children. This means that all children are being stretched and challenged and helps them to make good progress.
- The childminder understands that high-quality early years education is key for children's success later on at school. She has a good level of knowledge and understanding of child development and has put robust measures in place to

track children's progress, attainment and outcomes. This helps her to continually reflect on and adapt her curriculum so that all children gain the knowledge and skills they need to support their next steps and continual progression.

- Children spend their days in a language-rich environment. There are lots of singing, rhymes and conversation. The childminder talks to children about whatever is happening and introduces new language as they play. She also makes good use of dual-language books for children who speak English as an additional language. This helps to support their understanding and build vocabulary. However, the childminder does not consistently model words as clearly as possible. This means that children are not hearing all of the sounds that make up words, which they need to enhance their speaking skills and for their future early reading.
- The childminder listens to the views and opinions of the children in her care. She responds in a sensitive manner and offers constructive responses. Children at this setting know that they are valued. They clearly have a voice, and their thoughts are welcomed.
- The behaviour of children is good. They are kind, polite and respectful. The childminder supports children to develop their independence. For example, she enables children to look in the mirror after dinner to see if they need to wipe their faces clean. This encourages children to take responsibility for their own self-care.
- Continuing professional development is a priority for the childminder. She has recently taken a course on neuroscience and child development. She has been able to use this to enhance her curriculum for children's personal and social development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended safeguarding training within the last year to ensure that her knowledge remains current. As a result, she understands her role in keeping children safe. The childminder manages risk assessments at the setting and encourages children to manage their own risks. For example, she guides children to use the scissors correctly so that they are aware of potential hazards. She promotes the welfare of the children in her care by encouraging healthy eating and good hygiene practices.

What does the setting need to do to improve?

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

- consistently model spoken language as clearly as possible so that children can hear all the sounds that make up words.

Setting details

Unique reference number	EY407205
Local authority	St Helens
Inspection number	10301458
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 January 2018

Information about this early years setting

The childminder registered in 2010. She operates all year round, from 8am to 5.30pm, Monday to Friday, with the exception of public holidays and family holidays.

Information about this inspection

Inspector

Louise Masterson

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 inspector had a tour of the areas of the premises used for childminding purposes.
- The inspector reviewed written feedback provided by parents to take account of their views.
- The inspector spoke with the childminder and children. She looked at documentation where relevant, such as the paediatric first-aid certificate and two-year progress checks.
- The inspector completed a joint observation with the childminder.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.

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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