

Childminder report

Inspection date: 16 November 2022

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	Met
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What is it like to attend this early years setting?

The provision is good

Children arrive happily and receive a warm, friendly greeting from the childminder. They cuddle the childminder throughout the day. Children have a close bond with the childminder, who joins in with their play and listens closely as they share experiences and ideas. Children show pride and excitement as they share the construction models that they have created. The childminder provides a nurturing environment where children feel safe and secure. This helps them to settle well and make good progress.

Children benefit from a broad curriculum which is based on their interests and next steps in learning. They make independent choices from a wide range of activities and resources. Whether they are developing fine motor skills as they practise making marks on paper, or using their imagination as they march round as soldiers, they play well together. They enjoy close friendships with one another and learn how to share and take turns successfully. The childminder has high expectations for the children and supports them well to make good progress in their learning.

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

- Overall, children behave well. They are aware of the rules and routines. They help to tidy away toys in the well-resourced playroom. The childminder sets out clear expectations. For example, children are reminded about safety and how toys need to be well looked after. Where children struggle with regulating their behaviour, the childminder is quick to act. This helps the children to begin to manage their own feelings and behaviour.
- Children are taught how to keep themselves safe. They learn about road safety while on walks. This is extended in play experiences. For example, children say 'stop' and 'wait' as they roll and push toys cars around the floor. The childminder teaches them about good hygiene and the importance of limiting the spread of germs. As a result, the children are developing their understanding of managing risks.
- The childminder skilfully uses a range of resources that the children select and sort into groups. Children count objects securely. The childminder skilfully introduces the language of size as children build different-sized towers. Children are developing a good understanding of early mathematical skills.
- The childminder evaluates her practice regularly and sets clear goals for improvement. She reflects daily on how much children have enjoyed their day. The childminder keeps her skills and knowledge up to date. For example, she has recently completed a course about curriculum. This has supported the childminder to develop the children's learning further.
- The childminder plans activities based on children's next steps. For example,

planned group activities help children to develop their communication and language skills. This helps them to hear new and interesting vocabulary. However, at times, some activities can be dominated by more confident children. As a result, quieter children sometimes find it harder to take part.

- The childminder has formed strong links with other professionals in targeting the support children need. Gaps in children's learning are identified and the childminder ensures that parents and carers are fully involved. Excellent support is in place from the local authority. These partnerships are beneficial, as they help to identify and support children's individual needs.
- Children are encouraged to be independent. The childminder models how to do things and encourages children to have a go at activities. For example, children draw roads on paper and tape it to the floor. This helps them to develop a can-do attitude.
- The childminder provides children with good opportunities to learn about their own communities and experiences. Children are excited to join in with the interesting activities that the childminder carefully plans for them. For instance, children go on regular trips to the museum and enjoy spotting construction vehicles during walks. Children show a positive attitude towards their learning and make good progress.
- The childminder establishes a good relationship with parents and demonstrates a warm and caring approach. Parents speak positively about the setting. The childminder has maintained good communication with parents. She regularly feeds back about children's progress, so parents feel involved in their children's learning. These partnerships help to provide a consistency of care for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her role and responsibilities to keep children safe. She has a very good knowledge of child protection. The childminder can identify the signs or symptoms which may mean that a child is at risk of harm. She knows the reporting procedure to follow. The childminder completes regular training to keep her knowledge up to date, for all aspects of safeguarding. The childminder has a robust approach to children's safety. She carries out daily checks covering all parts of her home, indoors and outdoors, to reduce the risk of hazards.

What does the setting need to do to improve?

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

- ensure the individual needs of all children are met, especially those who are quieter and find it harder to express what they want.

Setting details

Unique reference number	EY412801
Local authority	Halton
Inspection number	10235429
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 January 2017

Information about this early years setting

The childminder registered in 2010 and lives in Widnes, Cheshire. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Katie Bonney

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.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke with the childminder and discussed safeguarding knowledge.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Children communicated with the inspector during the inspection.

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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