

Childminder report

Inspection date: 12 June 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 enthusiastic childminder has high aspirations for all children. She wants them to be confident learners. To help this, she plans her curriculum to support children in developing skills they need in readiness for school. For example, children make choices and decisions during the day. They try to put on their own coats and shoes and learn to use the toilet themselves. The childminder helps children to make group decisions, for example, they vote to decide if they should play indoors or outdoors. Children are independent. They can voice their opinion and they listen to their friends. Behaviour is good.

The childminder and her assistant form close bonds with the children in their care. Babies lift their arms to be picked up and snuggle into an adult when tired. Older children chat happily and giggle as they play. Children, including those who are new to the setting, are happy and settled. Children benefit from many trips and outings. They talk excitedly about a recent visit to the farm. Children talk about the colour of the horses and the shape of the food that the horses eat. The childminder helps children to think about safety when on trips out. For example, they know to listen for cars when crossing the road. Children begin to consider how to keep themselves safe.

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

- The curriculum is well planned. The childminder knows children's next steps and plans learning to support these. For example, children carefully thread cereal hoops onto pipe cleaners. The childminder knows this will build children's small muscles and hand-to-eye coordination. The curriculum is planned effectively to build on children's knowledge.
- Children have the opportunity to be physically active. For example, children eagerly join in with music activities. They stretch, balance and move in different ways. The assistant helps children to feel that their hearts are beating quickly. Children choose a quieter activity while their heartbeats slow down. They talk about having a drink and a snack as they have used up their energy. Children begin to learn about their bodies and how to look after them.
- Books and stories are well promoted. Children recall familiar stories as they eat lunch. In addition, the childminder encourages children to look at signs, such as road signs, when out in the community. Children see a purpose for written words. They develop recall and observational skills that will help them when they learn to read.
- The childminder builds secure partnerships with staff at the local school. This helps her to know the skills that will support children as they make the transition to school. In addition, the childminder speaks to the teaching staff and headteacher to pass on information that will support children's transition. This

helps children's learning to be continuous.

- The childminder uses her knowledge of child development to make assessments of children and to plan their learning. She is swift to identify gaps in learning or additional needs. Children receive timely support. The childminder works closely with parents and other professionals, such as Portage staff and dieticians. Children benefit from a consistent approach. Children, including those with special educational needs and/or disabilities (SEND), make good progress.
- Children are generally well engaged in the curriculum. For example, children concentrate well as they spend time in the mud kitchen, mixing and pouring water. However, as children transition through different parts of the day, they sometimes wait too long. On these occasions, they become bored and distracted for short times.
- The childminder supports her assistant, who is new to the role. They discuss daily activities and look at how he can help children to reach their targets. He has attended all mandatory training and is motivated to continue his learning. However, coaching and training support is not yet embedded. Occasionally, some teaching and interactions are of a less high quality.
- The childminder maintains her professional development. For example, she is currently completing training to further support children with SEND. In addition, she has been mentoring other childminders to support good practice. The childminder is dedicated to building her skills and supporting others to raise the quality of education for children.

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:

- review the length of transition times to help children to remain engaged
- implement support strategies to build the knowledge of the assistant, so that teaching and interactions are consistently high quality.

Setting details

Unique reference number	EY414695
Local authority	St Helens
Inspection number	10352431
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 9
Total number of places	12
Number of children on roll	14
Date of previous inspection	13 June 2019

Information about this early years setting

The childminder registered in 2010 and is located in Haydock, Merseyside. She works with an assistant on a full-time basis. The childminder holds an appropriate early years qualification at level 3. She provides care from Monday to Friday, 8am to 6pm, all year round, with the exception of bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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 childminder.
- The inspector and the manager conducted a learning walk and discussed how the provision is organised, how the curriculum is planned and delivered and what children will learn from this.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about how they support children with SEND.
- 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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