

# Childminder report

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Inspection date: 20 May 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

The childminder provides a happy and welcoming environment. She supports children to develop a safe and trusting relationship with her, which helps them to go on and develop secure friendships with others. The childminder encourages children to be independent learners. She supports them to share their thoughts and ideas and to try for themselves. For example, when they choose to play with the water, the childminder supports them to use the hosepipe to fill the tray by themselves. She is skilful in building children's confidence and independence.

The childminder provides children with a broad range of activities that promote their learning, both in the home and on outings. Children tell the inspector that they enjoy 'going for walks the most. They recall the fisherman catching a 'sparkly' fish and placing it back in the pond. Opportunities such as these help children to develop an interest in and begin to understand the world around them.

Children are familiar with the childminder's routine. At snack time, they help to set the table and bring their drinks from the lounge. They understand what will happen next and what is expected of them. The childminder is an effective role model. She frequently thanks the children for their actions and offers praise and encouragement for positive behaviour. All children behave well.

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

- The childminder has a good understanding of how to plan a broad and interesting curriculum. She knows the children well and plans activities that build on what they already know and can do. The childminder uses children's interests to engage them in learning. For example, when children are not keen to explore new textures and get messy when baking, the childminder uses their interest in numbers to encourage them to join in. Children happily fill the weighing scales with flour to see the numbers change. This helps all children to make good progress from their starting points.
- Most of the curriculum for developing literacy skills is well planned. The childminder provides children with frequent access to books and stories. She takes children for a weekly visit to the library, and children discuss how they choose a new book each week. However, the childminder does not build on this further. For example, when reading to children, the childminder does not draw their attention to the names for the different parts of the book, for example, the cover, the name of the author or the title. This does not help children to develop a deep understanding of books and print to help support their future reading in school.
- The childminder has procedures in place to monitor all children's progress over time. She understands how to assess children's development and uses this to

ensure that children are working within their expected age and stage. If a child is not meeting the expected milestones, the childminder will take appropriate action to support them. Children strengthen their learning overtime and in a way that is sequenced for them.

- Children have a positive attitude to learning. They are keen to join in with activities and engage well within their play. Children take pride in their achievements and feel their opinions matter. They actively solve problems with the childminder, such as how to build a sandcastle. She celebrates with them as they identify what they need to make the sand less dry, and they shout in delight once they achieve the task. Children concentrate well on achieving something that is important to them.
- Children's behaviour is good. The childminder clearly has high expectations and communicates these clearly to them. As a result, children respond quickly to requests and instructions, and they actively contribute to the daily routine. Children openly discuss turn-taking and sharing within their play. They respond positively and respectfully to one another, and they consider the feelings of others.
- The childminder supports children to be independent. She teaches children how to use the toilet and how to wash and dry their hands by themselves. Children understand why they wash their hands, and they speak about the germs that could be there. Children learn self-help skills and the importance of personal hygiene effectively.
- Partnership with parents is strong. Parents express that children are excited and happy to come to the childminder and how she has supported children to make significant progress since they started with her. Information is frequently shared about their child's day and their learning. Information-sharing between the childminder and home is effective in meeting the individual needs of 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:**

- enhance children's early literacy, including concepts of print such as the key features of books.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY428093                                                                          |
| <b>Local authority</b>                             | St Helens                                                                         |
| <b>Inspection number</b>                           | 10317177                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 23 May 2018                                                                       |

## Information about this early years setting

The childminder registered in 2011 and lives in Newton-Le-Willows, Merseyside. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Burgeen

## 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 provider.
- The childminder and the inspector discussed the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector completed a joint observation of an activity.
- Children spoke to, or communicated with, the inspector during the inspection.
- The inspector observed children within their play and during group activities and lunchtime.
- The inspector received written feedback from several parents during the inspection and took account of their views.

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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