

Childminder report

Inspection date: 4 March 2025

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

Children demonstrate that they feel happy and content during their time with the calm and nurturing childminder. The childminder develops trusting relationships with parents. Visits are arranged so that parents and children spend time getting to know the childminder before children start at the setting. This helps children to form strong bonds with the childminder from the earliest opportunity. As a result, children feel safe and secure.

Overall, the childminder has created a well-thought-out curriculum, which centres around providing children with an array of learning opportunities. Regular visits to local attractions, such as the safari park, local museums and the theatre, enrich children's learning. Photos of these trips are displayed in the setting. Children enjoy looking at them and remembering what they did. For example, children recall going to visit the sunflower farm and bringing sunflowers back to the setting. They eagerly talk about how they measured the sunflowers and that they were tall. This gives children opportunities to recall previous knowledge and learn about the world around them.

The childminder arranges activities well, so that the individual needs of the children attending the setting are met. For example, children enjoy time exploring musical instruments. Younger children shake bells to make them jingle. Older children tap out a rhythm on a xylophone and sing familiar songs with the childminder. This helps to promote the engagement of all children, who demonstrate positive attitudes to their learning.

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

- On the whole, the childminder sequences the curriculum effectively. That said, on occasion, the sequencing of the mathematics curriculum is less effective in fully supporting children's understanding. For example, older children are taught to use higher numerals before securely learning to count smaller quantities.
- Children have opportunities to develop their independence skills. For example, at snack time, older children scoop strawberries into their bowls and learn to drink from a cup with no lid. Children make choices about what they want to play with from the well-resourced play room and the childminder encourages them to tidy away when they have finished. She praises and celebrates their achievements. This supports children's well-being and helps them to be prepared for their next stage of learning.
- Children develop a love of books from an early age. Young children sit on the childminder's knee as she reads stories to them. They use their hands to feel the different textures on the pages of the book. Older children recall key events in familiar stories. For example, they recall the story of the 'Three Little Pigs' as

they make a puppet. Opportunities such as these, help to develop children's early literacy skills.

- Parents praise the caring childminder and express that they are extremely happy with the care provided. The childminder gives parents daily feedback and shares photos of what the children have been doing during the day. She provides suggestions that help parents to contribute to their child's learning at home in a consistent manner. Parents are well informed of children's progress and parent partnership is a strength.
- The childminder is passionate about her setting and providing the best opportunities for the children in her care. She regularly reflects on her practice and targets further professional development opportunities to continually enhance her knowledge and skills. This commitment to continuous development benefits children's learning experiences.
- The childminder teaches children how to stay safe. For example, she carries out regular fire drills with the children and uses this as an opportunity to learn about fire safety. Children play with fire engine toys and learn how to call the emergency services in the event of a fire. This helps to develop children's understanding of the importance of keeping themselves safe.
- Children learn about different festivals and cultures. For example, the childminder introduces children to a range of different festivals, such as Chinese New Year. Children enjoy a range of craft activities and listen to the story of 'The Great Race'. This helps children to develop and extend their understanding of the diverse world around them.
- The childminder continually introduces children to new language. She is a positive role model as she speaks clearly to them and uses effective questioning skills. Children develop a breadth of vocabulary. For example, children learn the name of farm animals and confidently make the sound the animals make. This helps them to consistently build on their communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- strengthen the sequencing of the mathematics curriculum in order to build upon children's current mathematical knowledge and skills more precisely.

Setting details

Unique reference number	EY429303
Local authority	St Helens
Inspection number	10372072
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	4
Date of previous inspection	1 April 2019

Information about this early years setting

The childminder registered in 2011 and lives in Prescot, Merseyside. She operates during term time from 7.30am to 5pm, Monday to Friday. The childminder holds an appropriate qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Janine Tours

Inspection activities

- The inspector took into account of written views from parents.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector carried out a joint observation.
- The childminder shared a range of documentation, including paediatric first-aid qualification and evidence of training.

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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