

Childminder report

Inspection date:

20 February 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder has limited knowledge of individual children's progress and what they need to learn next. Therefore, children do not always engage in purposeful learning that is tailored to their needs. The childminder does not always plan her curriculum to support individual children's learning needs. Children make some progress, however this is limited due to the gaps in the childminder's knowledge of how young children learn. The childminder does not always consistently build on children's developing communication skills during her interactions with them. While children are developing some language skills, they are not consistently acquiring new vocabulary to help them to be articulate communicators.

Children are happy with the childminder. She enables children to form strong attachments with her which helps them to feel safe and be at ease. The childminder uses topics based on events such as Shrove Tuesday and Valentine's Day to help children to learn new knowledge as part of her curriculum. The childminder is aware of the importance of supporting children's social skills with their peers. She frequently takes children to local playgroups. They have opportunities to interact with large groups of children and form new friendships. The childminder supports children to learn right from wrong. She talks to children about their behaviour. This helps children to know what is expected of them. Children transition well into different parts of the day with ease as they know the daily routine. They behave well and follow the childminder's instructions.

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

- The childminder does not consistently make assessments of what children know and can do. She does not use assessments to shape her curriculum. The childminder's knowledge of individual children's progress and what she plans for their next steps in learning is weak. This limits the progress children make.
- The childminder does not follow children's interests and use child-led moments to help them to develop their communication and language skills and wider knowledge. For example, she does not provide children with new words and their meaning in free play. This limits children's ability to develop their understanding and vocabulary. The childminder does not help children to build sequentially on what they already know.
- The childminder does not adapt her teaching and use of resources to keep what she intends children to learn in focus. As a result, children lose interest and do not develop new knowledge as intended. However, in some adult-led activities, the childminder does have a clear intent of what she wants children to learn. She creates resources that help children to visualise and make links in their knowledge. For example, she uses large pictures of body parts as visual prompts. This helps children to learn about body parts.

- The childminder's interactions with children are often directional and lack challenge. This means that at times children are only required to provide one-word answers to the childminder's questions. Children are not always encouraged to think about and articulate their ideas. Children do not have consistently good opportunities to develop their speaking and thinking skills to enable them to be confident communicators.
- The childminder takes children to playgroups various times a week. Children have opportunities to socialise with others and learn to follow behaviour rules in a group environment. Children grow in confidence as they happily part from the childminder and make new friends there. They walk to and from playgroup. This regular physical activity helps them to be active and develop some healthy exercise habits.
- Children learn good hygiene practices. They hold up their hands knowing they need to wash them. Children proudly show the inspector how clean their hands are before eating lunch. They are beginning to manage their own self-care needs.
- The childminder encourages children to develop some independence skills. Older children keenly help to find specific resources when setting up an activity. They cooperate well as they hold a large piece of paper that the childminder tapes to the floor ready for mark-making on. Younger children are encouraged to find their nappy in a drawer before personal care. Children learn how to carry out small tasks to work together with others.
- Children have access to a range of books. Younger children can self-select books, learn how to turn pages and look at the pictures. Older children listen to stories selected to complement the topics the childminder introduces to them. For instance, they read stories about Shrove Tuesday and Valentine's day. Children are developing their interest in books and stories from an early age.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure arrangements for assessments identify children's progress and next steps in learning to plan a meaningful curriculum that meets children's individual needs.	31/03/2024
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To further improve the quality of the early years provision, the provider should:

- support children to develop their communication and language development, particularly their understanding, through all experiences, including through their free play
- strengthen the curriculum intent to keep children's learning focused on their individual needs
- enhance professional development to focus more sharply on improving knowledge of strategies to support children's thinking skills.

Setting details

Unique reference number	EY429777
Local authority	St Helens
Inspection number	10235562
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 March 2017

Information about this early years setting

The childminder registered in 2011 and lives in the Thatto Heath area of St Helens. She operates her service 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 works with a co-childminder.

Information about this inspection

Inspector

Dee White

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 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 childminder, co-childminder and inspector discussed how they organise their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education provided and assessed the impact this was having on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector evaluated activities with the childminder and discussed the quality of education and learning opportunities that she provides.

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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