

Childminder report

Inspection date: 10 September 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

Children are happy and settled. The childminder welcomes children into this home-from-home environment. She forms close bonds with all children. The childminder provides children with lots of cuddles and reassurance, which enables them to feel confident, safe and secure. The childminder is a positive role model. She engages in activities with children to encourage them to listen, share and take turns. The childminder prioritises children's emotional well-being. She teaches children about different emotions and encourages them to discuss how they are feeling. She supports children to think of solutions when any disputes occur. Children are learning how to regulate their own emotions.

The childminder plans an ambitious curriculum that provides all children with a breadth of experiences to broaden their understanding of the world. For example, children learn to take care of the environment through litter picking. They spend time with the elderly as they sing songs together at the local library. Children support their local community as they donate food to a local food bank. Children are learning about the community in which they live. All children make good progress from their starting points.

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

- The childminder knows children well. She understands where children are up to in their development and plans appropriate next steps in their learning. The childminder knows when children are tired, hungry or unwell and responds appropriately. This helps to ensure that all children's needs are met.
- The curriculum for communication and language is implemented well. The childminder encourages children to join in with phrases in books as she reads to them. She repeats words slowly to younger children as they play together. The childminder encourages children to join in as they sing nursery rhymes together. This helps to promote children's language development.
- The curriculum for physical development is implemented well. For example, at mealtimes, older children develop their hand-eye coordination as they make their own sandwiches. Toddlers confidently feed themselves using spoons. Children show high levels of concentration as they use tweezers to pick up small balls and transfer them into containers. This helps to develop children's small-muscle movements.
- Overall, children behave well. They are kind to younger children, and they give them a cuddle when they become upset. However, the childminder does not always provide clear instructions to children about her expectations for positive behaviour. Consequently, children do not always understand what is expected of them during tasks, such as tidy-up time. This can lead to some children becoming distracted and showing unwanted behaviours.

- The childminder promotes children's good health and follows good hygiene practices. For example, children wash their hands before mealtimes. The childminder provides nutritious food for children. She teaches children about oral hygiene and foods that are good and bad for their teeth. This helps children to learn about some of the different things that contribute to a healthy lifestyle.
- The childminder values the importance of continuous professional development. She evaluates her provision well and recognises strengths and areas she would like to further develop. The childminder accesses professional development courses to keep her knowledge and skills refreshed. For example, she recently completed training to help support children further with their emotional development. This helps to further develop the childminder's practice.
- The childminder helps to prepare children for life in modern Britain. She celebrates a range of festivals with children, and they try foods from other countries. The childminder teaches children about the dynamics of different families. This helps children learn about the similarities and differences between themselves and others.
- Parent partnerships are strong. Parents are grateful for the updates that the childminder provides about children's learning. The childminder shares information about children's development with other settings that children attend. This helps to provide further continuity in children's care and learning.
- The childminder takes children on a variety of outings. Children talk fondly about feeding squirrels on their recent park trip. The childminder meets up with other childminders at local playgroups. This provides children with opportunities to socialise with larger groups 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:

- provide clear expectations to all children for them to have a consistent understanding of desired behaviour.

Setting details

Unique reference number	EY431124
Local authority	Halton
Inspection number	10355488
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	30 November 2018

Information about this early years setting

The childminder registered in 2011. She lives in Runcorn, Cheshire. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She holds a childcare qualification at level 5. She provides funded early education for three-year-old children.

Information about this inspection

Inspector
Olivia Barnes

Inspection activities

- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder shared a range of documentation with the inspector, such as evidence of the childminder's continued professional development and paediatric first-aid qualification.
- Parents shared their views of the setting through written communication. The inspector took account of their written feedback.
- The childminder and the inspector had discussions at appropriate times during the inspection.
- Children spoke to, or communicated with, the inspector during the visit.
- The childminder and the inspector carried out a joint observation.

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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