

Childminder report

Inspection date:

5 November 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

The skilled childminder provides a warm and welcoming environment in which children thrive and receive a superb start to their education. She uses the wealth of information she gathers about each child when they first start to cater precisely for their individual needs. As a result, children settle quickly and are ready to learn from the outset. The childminder has incredibly high expectations for each child. She has an excellent understanding of how young children learn. The childminder carefully considers the knowledge and skills that children must acquire before moving them to the next stage in their learning. For example, she provides opportunities for very young children to grasp and tear paper with their fingers before moving them on to using scissors. The childminder skilfully constructs a well-sequenced and ambitious curriculum that supports children to make excellent progress from their individual starting points.

The childminder is a superb role model. Her calm and consistent approach has a positive effect on children. The highly positive relationships she develops with children mean that they are eager to welcome her into their play. Children are self-assured and confident learners who are excited to try out their ideas. They play cooperatively together, taking turns and sharing resources. Children of all ages are supported to understand their feelings and use yoga and mindfulness techniques to help them regulate their emotions. The childminder skilfully helps children to express their emotions in a positive way. This contributes enormously to the calm and productive learning environment.

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

- The childminder observes and accurately assesses the progress that children make. She ensures that children's current knowledge and skills are firmly embedded before she moves on to the next steps in their learning. For example, children are encouraged to pull themselves up and balance before being supported to take their first steps. The childminder's detailed understanding of each child's learning and development helps to make each moment a learning opportunity. This approach enables children to confidently build on what they know and can do over time.
- The childminder recognises the importance of developing children's communication and language skills. She knows that these skills provide the 'golden key' to unlocking other aspects of children's learning. The childminder introduces children to books and stories that are carefully chosen to reflect each child's stage of development. This helps to introduce children to new language. For example, younger children explore picture books. They intently gaze at the childminder's mouth as she pronounces new words before trying to copy her. Older children recall aspects from their favourite stories and retell them with

impressive confidence. Opportunities such as these develop children's communication and language skills.

- Children are encouraged to think for themselves and apply their previous learning in new situations. For example, while making rocket pictures, children recall visiting an observatory. They remember looking at pictures of the planets Jupiter and Mars. Children talk about the colours of the planets and discuss the shapes they use to make their rockets. The childminder introduces new words, such as 'rectangle' and 'diamond'. Children then use the words when describing their pictures. Children confidently make links in their learning.
- The childminder promotes health and hygiene well. Children are extremely independent when toileting and can be heard singing their favourite songs while washing their hands. Children show confidence when expressing their likes and dislikes and enjoy discussions about healthy foods. They know how healthy foods 'give you energy'. Children talk about good oral hygiene and remember that they need to brush their teeth for two minutes. Children develop an excellent understanding of the importance of leading a healthy lifestyle.
- The childminder has high ambitions for all children. She ensures that her provision is fully inclusive. The childminder develops her knowledge, skills and understanding of interventions to enable all children, including children with special educational needs and/or disabilities, to make excellent progress. When gaps in children's learning and development emerge, the childminder swiftly responds. She is determined in her approach to securing any additional support that children may need. The needs of all children are incredibly well met.
- The childminder is highly motivated. She enjoys building on her professional development, which has a positive impact on her practice and provision. The recent completion of a training programme has supported her to feel more empowered and confident, particularly with the delivery of mathematics. The childminder is committed to continually enhancing her knowledge and skills and reflects deeply on the quality of service she provides.
- Parents feel incredibly well supported to contribute to their child's learning and development. They praise the childminder and refer to her as a 'fountain of knowledge' who can always be relied on to offer advice and guidance. The childminder regularly shares detailed information about each child's progress with their parents. She keeps them up to date at every step of their child's learning journey. Parents recognise the passion that the childminder has for her role. They develop close and trusting bonds with her.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY433422
Local authority	Halton
Inspection number	10355463
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 November 2018

Information about this early years setting

The childminder registered in 2011 and lives in Runcorn, Cheshire. She operates from 8am to 6pm, Monday to Friday, all year round. The childminder has an early years qualification at level 5 and offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Denise Farrington

Inspection activities

- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector and the childminder jointly evaluated a planned activity.
- Parents shared their views of the setting during the inspection.
- The childminder provided the inspector with relevant 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024