

Childminder report

Inspection date: 14 January 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 laugh and giggle as they learn and play with the childminder. She creates an environment where children feel safe and secure. The childminder nurtures children and offers loving cuddles to comfort them, particularly babies. Children make choices about how they spend their day; accessing a secure garden and dedicated play space. Older children help babies to put their shoes on. This gives children a growing sense of responsibility. The childminder is responsive to children's needs at all times and follows their needs and routines. She gives children regular praise, which helps to develop their positive self-esteem. They listen to and follow instructions.

The childminder offers a vibrant curriculum which focuses on opportunities and experiences for children. Children spend much of their time out of the setting. For example, the childminder takes children to rhyme-time sessions at the library, where they sing and access a variety of stories. Children develop their physical skills, such as taking part in yoga sessions and visiting the beach and farm. Children practise their mathematical skills. For example, when they collect apples, then take part in making their own apple crumbles.

The childminder takes children to a community café where they meet older people and people with additional needs. Children learn about others and develop positive attitudes towards difference. Parents and carers comment that the childminder shares 'the joy of nature' with children. Children experience growing their own sunflowers and daffodils, learning to care for living things. They take part in litter picking and learn about recycling. Children take part in activities to raise money for various charities, gaining a sense of empathy and kindness.

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

- The childminder has an excellent understanding of how to tailor learning experiences to individual children. She continually considers how to extend activities to develop children's learning further. The childminder plans a comprehensive set of experiences, which cover all areas of learning effectively.
- The childminder uses a variety of techniques to support children's communication and language development. She consistently narrates activities and introduces children to lots of new words. Babies and young children babble expressively and eagerly attempt new words.
- Mathematics is well embedded throughout day-to-day activities. The childminder teaches children to count as they play and think about the size and shape of objects. This helps children to become confident young mathematicians.
- The childminder plans learning that children find engaging. For example, after experiencing snowy weather, children take part in a variety of activities based on

snow. Children become completely engrossed and babies show impressive focus on their task. Children show positive attitudes towards their learning.

- The childminder quickly helps children when they find things difficult, such as when putting their shoes on. The childminder does not always help children to name their feelings, for example, when they are frustrated.
- Children develop excellent perseverance skills. Children build their hand-eye-coordination, such as when they make their own snowmen by putting cotton wool into bottles. When they find this difficult, the childminder encourages children to keep on trying. Children do not give up until they achieve their aim. This helps children to develop a strong sense of resilience.
- Occasionally, the childminder does not fully support children to develop a strong understanding of good hygiene habits. For example, children do not always wash their hands effectively after wiping their nose. This means that there are gaps in children's knowledge of how to keep themselves healthy.
- The childminder works closely in collaboration with other settings that children attend. She regularly communicates with them to promote continuity in children's learning. This helps children to make the best possible progress across all settings they attend.
- The childminder has excellent partnerships with parents. She communicates regularly with parents. Parents report knowing exactly where children are in their learning which helps them to support children at home. This helps children to learn and develop consistently.
- The childminder undertakes a robust programme of professional development to enhance her knowledge and skills, including completing the Department for Education professional development programme. This has further enhanced her teaching, particularly in mathematics.

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:

- build upon the support given to the children to develop their understanding of the words they can use to describe their emotions
- extend children's learning about good personal hygiene habits to support their health.

Setting details

Unique reference number	EY441604
Local authority	Halton
Inspection number	10368116
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 March 2019

Information about this early years setting

The childminder registered in 2012 and lives in the Runcorn area of Cheshire. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3. She offers government funded childcare for children aged from nine months to four years.

Information about this inspection

Inspector
Amanda Richards

Inspection activities

- The childminder and inspector discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the childminder.
- The childminder provided the inspector with a sample of key 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.

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