

Childminder report

Inspection date: 24 August 2022

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, safe and secure in the childminder's home. They confidently move around the playroom and the spacious outdoors. Children concentrate intensely and show great skill, as they fill up buckets and cans with water. With great focus and precision, they carefully transport it to fill up empty water trays. Children steadily climb up slides, run around the garden and show great delight as they throw and catch balls. They have great opportunities to be active and their coordination and physical skills are developing well.

Children show eagerness to explore and engage in activities available and other play opportunities that trigger their interest. For example, children set up a display of cars and other kinds of transport. They glide them around the table and show delight in talking about the different sizes, features and colours. Equally, children are inquisitive and have an eagerness to learn more as they ask questions about rain, flowers and nettles.

The childminder closed during the COVID-19 pandemic. During this time, she maintained communication with families and continued to support children's learning and development. She loaned out resources to parents and devised activity packs for children.

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

- The childminder has a clear understanding of what is working well and what further developments are needed. She has a positive attitude and is proactive in her approach for improvement. For instance, the childminder has reviewed the learning environment to further support children in more independent access and choice.
- The childminder is a good role model and generally supports children's positive behaviour well. She gives children praise, encouragement and celebrates their achievements. However, the childminder is not always consistent in her approach to make her expectations clear. At times, children ignore the childminder and do not always follow her instructions or requests. This means that children do not consistently develop their understanding of clear boundaries and rules.
- A well-sequenced curriculum is in place that builds on what children already know and can do. Children benefit from a range of exciting opportunities and experiences that support their interests and future learning. However, on occasion, the childminder overly directs children during some activities. This reduces opportunities for children to lead their own learning and try out their own ideas.
- Support for children's communication and language is good. The childminder

continually talks and interacts well with children. She introduces them to new words and encourages them to repeat. The childminder asks children questions and provides opportunities for children to listen and read stories. This supports children's emerging vocabulary and is helping them to become confident communicators.

- The childminder makes good use of additional services and attraction points in her local area. For example, children go on outings to the nearby woods, the local library and attend toddler groups. These experiences help to extend children's awareness of their local community, their understanding of the world around them and supports their social skills. Children are making good progress.
- Parents comment positively about the care the childminder gives to their children and her flexibility in supporting their family needs. The childminder provides questionnaires to parents to gain feedback of the quality of the service she offers. Parents say that the childminder is 'amazing' and that they are very appreciative of how she helps support their children's development.
- Children's independence is promoted well. The childminder teaches children to use the toilet and wash their own hands independently. Furthermore, children are encouraged to put on and remove their wellington boots themselves. These skills will help support children in readiness for school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her role and responsibilities, to ensure that children are kept safe and their welfare is paramount. She can confidently discuss how she would identify and support children who may be at risk. Local safeguarding policies and procedures are in place to provide the childminder with guidance with who to contact and numbers to call, should she need to. The childminder carries out regular risk assessments of her home, surrounding areas and when on outings. This ensures that risks are minimised or removed for children to be continually safe while in the childminder's care.

What does the setting need to do to improve?

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

- give consistently clear messages regarding expectations of children's behaviour, so that they fully understand and follow what is expected of them
- strengthen the quality of teaching to enable children to lead their own learning and include more of their own ideas during activities.

Setting details

Unique reference number	EY483636
Local authority	Halton
Inspection number	10231952
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	3 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	29 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in Runcorn, Cheshire. She operates for 50 weeks of the year, 7.30am to 5pm, Tuesday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Kellie Lever

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector gathered the views of parents and their comments on the setting.

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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