

Childminder report

Inspection date: 1 October 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel secure and happy in the experienced childminder's provision. They choose freely from a wide array of toys and games. The childminder understands how children learn. She supports them to achieve the next steps in their learning and they make good progress.

Children develop positive relationships with each other and with the childminder's family. This helps them to become confident and self-assured. Children play cooperatively and participate in group activities. This helps them to be ready to start nursery or school.

Parents describe the childminder as approachable and friendly. They say that she provides a home from home and that children are safe in her care. Parents feel well informed about activities. They understand and follow the childminder's procedures. For example, they give written permission for the childminder to administer medication and this helps to ensure children's welfare.

The childminder sets high standards for her provision. She evaluates her practice and takes account of advice. For example, the childminder recognised that she sometimes did things for children that they were able to do for themselves. She now allows children more time to think and solve problems.

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

- The childminder is conscientious. She implements well-established procedures that contribute to children's health and safety. This is demonstrated when she gathers information from parents about new children. She finds out whether children have allergies to particular foods before they attend her provision. This helps her to cater safely for children.
- Children are eager learners who want to finish the tasks that they start. For example, children concentrate hard and demonstrate their determination to complete inset jigsaw puzzles. The childminder offers kind encouragement when the pieces need turning around to fit into the spaces. She praises children for persevering and this motivates them to keep on trying.
- The childminder promotes children's early literacy well. For example, she places books where children can reach them and readily agrees to their requests to be read to. Children snuggle in and enjoy the childminder's engaging reading.
- Children learn new vocabulary. They begin to understand positional language. For example, they find out that the panda goes next to the queen when they complete an alphabet inset puzzle. However, on occasion, the childminder does not check that activities are planned really effectively to help younger children to extend their conversation skills.

- Parents and the childminder work in partnership. This is demonstrated well when children are ready to start using the potty or toilet. Parents and the childminder adopt the same approach and this promotes continuity in children's experience. This helps children to make good progress towards independence.
- Children eat healthy food at the childminder's provision. She teaches children rules and routines that help to keep them safe. For example, children know that they must sit still until they have swallowed all of their toast.
- The childminder takes children on exciting outings. For instance, they go on bus and train journeys. Children go into the local community with the childminder. They find out about the different roles of the people they meet. This helps children to understand the wider world and to respect other people.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training that helps her to refresh her safeguarding knowledge and update her child protection procedures. She knows what to do if an allegation is made against her or a member of her household. The childminder is alert to signs that children may be at risk of the influence of extreme views.

What does the setting need to do to improve?

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

- strengthen techniques for extending children's conversation skills.

Setting details

Unique reference number	EY283783
Local authority	St Helens
Inspection number	10065962
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	31 July 2015

Information about this early years setting

The childminder registered in 2004 and lives in St Helens. Her provision operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Susan King

Inspection activities

- The childminder and inspector observed children's play. They discussed children's learning and behaviour.
- The inspector looked at documents used in the provision. For example, she looked at records of medication administered to children.
- One parent was spoken to by the inspector. The inspector took account of their views and of written feedback from parents and carers.
- The inspector visited all the parts of the premises that are used for childminding.

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 2019