

# Childminder report

---

Inspection date: 3 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

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

## What is it like to attend this early years setting?

### The provision is good

Children beam with excitement as they enter the friendly and welcoming setting. The childminder warmly greets the children and their families before the children promptly set off to play. The childminder meets children's individual needs and understands their interests, which helps children to feel safe and secure. Children learn to communicate well through the skilful encouragement of the childminder. For example, children choose nursery rhymes to sing and carry out the actions of the song to support their understanding. Children benefit from secure routines and gentle reminders for positive behaviour. The childminder encourages children to share as they play with prams and baby dolls. As a result, children play cooperatively together.

The childminder promotes physical skills within the provision well. Children can be seen practising their small motor skills as they dig and scoop pasta and cereal in an edible sensory tray. Children build their strength and coordination skills while in the garden as they kick balls, push themselves along on sit-and-ride toys and make marks on the floor using chalks. Children are busy and highly engaged in the activities available. The children are developing the skills needed for the next stage in their learning.

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

- The childminder has a clear and creative curriculum. She uses observation and assessment to identify children's next steps effectively. Activities are carefully planned and focus on what children know and need to learn next. The childminder quickly recognises any gaps in learning and swiftly puts support in place. Children make good progress in all areas of learning and development.
- The childminder is a passionate and caring practitioner, who has adopted a flexible and effective process to help settle children within her setting. The ongoing conversations with parents mean the childminder gets to know her children well. As a result, the children's individual needs are supported.
- Children behave well in the setting. They are polite and follow instructions promptly, such as tidying up the toys they are playing with. The childminder encourages this positive behaviour with lots of praise. Children learn to gain confidence in their self-care skills. For example, they follow good hygiene practices as they learn to wash their hands and choose the toys they want to play with. This supports children to develop their independence.
- The childminder engages well with other professionals to support children's development. She welcomes regular visits from the local authority, to help identify gaps in children's communication and language skills. This targeted support has enabled the childminder to work closely with parents to narrow gaps in children's learning. As a result, children make good progress from their

starting points.

- The childminder keeps her mandatory training up to date, which helps to keep children safe. She also completes other training, such as supporting children's mental health and literacy skills. However, professional development is not sharply focused in order to raise the quality of education to the very highest level.
- The childminder has a strong partnership with parents. She keeps parents informed of their children's progress in a range of ways, such as daily discussions, and sends them photographs of their children's activities. Parents feel well informed about their children's learning. The childminder provides parents with ideas to extend children's learning at home, which contributes to children's good progress.
- The childminder has established good relationships with a network of childminders within her local community. These links have enabled her to share ideas and promote good practice. As a result, the childminder is able to regularly reflect and evaluate her practice to enhance the children's overall learning and care outcomes.
- Children enjoy daily outings to help support their good health, physical exercise and to widen their experiences. For example, children benefit from exploring the local community, including playgroups and nearby nature reserves. These daily trips help promote their social skills and sense of identity within their community. This helps to widen children's experiences and knowledge of the world around them.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to keep her safeguarding knowledge up to date. She understands the signs and symptoms of abuse. The childminder demonstrates a robust knowledge of the correct processes to follow when raising concerns about children's safety and how to report the concerns to the appropriate agencies. The childminder understands how to manage allegations of harm or abuse against her or anyone who lives in her home. She ensures children are well supervised at all times. The childminder ensures that children are supervised at all times when they are eating meals, or snacks. This helps to assure children's safety and welfare.

## What does the setting need to do to improve?

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

- increase the focus on professional development to help raise the quality of education to an even higher level.

## Setting details

<b>Unique reference number</b>	EY366224
<b>Local authority</b>	Halton
<b>Inspection number</b>	10280130
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	21 September 2017

## Information about this early years setting

The childminder registered 2007 and lives in Widnes. She operates all year round, from 8am until 5.30pm, Monday, Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katie Bonney

### 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 inspector observed the provision's practice, considering the quality of the education and its impact on the children's progress and development.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation with the childminder of the children taking part in a sensory activity.
- The childminder led the inspector on a learning walk discussing the early years curriculum.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023