

# Childminder report

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Inspection date: 12 February 2020

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| <b>Overall effectiveness</b>                 | <b>Good</b>        |
| The quality of education                     | <b>Good</b>        |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Good</b>        |
| Leadership and management                    | <b>Good</b>        |
| Overall effectiveness at previous inspection | Outstanding        |

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

### **The provision is good**

The childminder creates a warm and welcoming provision. Children are busy at play, using their curiosity skills to explore and experiment in the well-resourced environment.

Children have excellent bonds with the childminder, who uses her calm and nurturing approach to help them feel safe. Children regularly check in with her for cuddles and reassurance. They excitedly involve the childminder in their play. Such practices lead to children feeling secure and valued, demonstrating a strong sense of belonging.

The childminder has high expectations for every child. She uses careful observation to find out what children already know and can do. Alongside support from parents, the childminder uses her good knowledge of children to plan meaningful play experiences that build on children's learning.

Children demonstrate exceptional behaviour. They are friendly, polite and courteous. This is further supported by the childminder's expertly placed words of praise and encouragement. This helps children to feel confident and develop a can-do attitude. Children warmly greet visitors and are eager to talk to them about the fun things they do at the provision. Children play in harmony, showing consideration and empathy for their friends.

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

- Children's language and literacy skills are well supported. The childminder skilfully uses storytelling to encourage children to use their imaginations. They create fantasy woodlands, caves and rivers where they must brave the snow, wind and rain to get to safety. Children become engrossed, using critical thinking to discuss what clothes they need to keep warm and how they can work together to make it safely across stream. The childminder supports play well. She extends children's vocabulary by exploring words such as 'squelch', 'stumble', 'canter' and 'gallop', which they act out together. Such practices help children to develop into expressive and confident communicators.
- Parents are highly complimentary about the childminder. They comment on the home-from-home environment and how happy they are with the level of care and education their children receive.
- The childminder supports children to think about factors that contribute to overall good health. Children learn about the impact of exercise as they feel their hearts beating fast after an active rhyming session. At mealtimes, children discuss different types of foods and the importance of having nutritious food and plenty of exercise to keep healthy.

- An ethos of respect is embedded within the provision. Children demonstrate exceptionally close bonds and are eager to help both each other and the childminder. Older children support their younger friends to become familiar with routines, such as handwashing and mealtimes. They work together to make sure everyone has a space to enjoy story time. Children beam with pride and are greeted with cheers and words of encouragement from their friends as they take their spot to perform in the 'magic circle show'. Such practices help each child to feel valued, contributing to a positive start to their early education.
- Children enjoy countless outings to parks, beaches and playgroups. These experiences allow children to meet and socialise with others and learn about their local community. The childminder uses a variety of ways to help children gain an understanding of the wider world. Children explore books depicting different cultures and traditions. They look at houses from around the world and discuss how they differ from their homes. Learning opportunities such as these give children an understanding of similarities and differences, and of the world beyond their own.
- The childminder is dedicated to providing a positive learning experience for the children in her care. She keeps her knowledge updated by accessing training and by sharing knowledge with other childminders and early years provisions. However, the childminder does not make good enough use of these experiences, alongside self-reflection, to bring the leadership and management of the provision to the highest levels.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good knowledge of signs and symptoms that might indicate a child is at risk from harm or significant abuse. She accesses regular safeguarding training to keep track of any local and national changes. The childminder is aware of the local referral procedures to follow should concern for a child's well-being arise. She discusses the importance of being vigilant that some families may be vulnerable to extreme views or ideas. The childminder is aware of the steps to follow should she witness malpractice by another practitioner or if an allegation was made against her or anyone else living in her household.

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

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

- make better use of self-reflection to bring the leadership and management of the provision to the highest levels.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 310728  |
| <b>Local authority</b>             | Sefton  |
| <b>Inspection number</b>           | 10128978  |
| <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</b>       | 2 to 4  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 9   |
| <b>Date of previous inspection</b> | 28 June 2016  |

## Information about this early years setting

The childminder registered in 1996 and lives in Ainsdale, Southport. She operates all year round, from 7am to 6.30pm, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Aisling Culshaw

### Inspection activities

- The inspector observed the quality of education. She assessed the impact this has on children's learning and development.
- A joint evaluation of an activity was carried out with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- When appropriate, the inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents through meeting with them and reading the written feedback provided.
- The inspector conducted a tour of the areas of the home that are used for childminding purposes.

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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