

# Childminder report

---

Inspection date: 19 February 2020

<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

The childminder creates a welcoming and homely environment where children show that they feel safe and secure. Children are very happy and settled. They form strong bonds with the childminder, who gives them plenty of cuddles and affection.

Children behave well. They show positive attitudes towards their play and learning. Children have plenty of opportunities to explore the outdoors. For instance, the childminder takes them on weekly visits to the library and to the park. Children take part in interesting outings. For example, they go to the farm where they thoroughly enjoy feeding the ducks. Children get to socialise with other children of a similar age at playgroups. The childminder receives compliments from members of the public about how well the children behave when out in the community.

Children are confident in their own abilities. For example, they practise their good speaking skills when they ask an interactive speaker to play their favourite songs. Children sing along with the words and dance with great self-assurance. They explore the environment with enthusiasm and make independent choices in their play. The childminder provides children with various interesting activities. However, sometimes, she introduces too many ideas at once and children do not always have time to concentrate fully.

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

- Overall, the childminder helps children to gain knowledge and skills across different areas of learning. She provides interesting activities that help to promote children's learning. For example, older children learn about scientific concepts as they search for hidden items in a tray filled with coloured rice. They hover magnetic paddles over rice and fascinate as hidden objects pop out and 'stick' to the paddle. Younger children fill and empty containers with rice. The childminder introduces words such as 'full' and 'more'. This helps to build on younger children's mathematical vocabulary. However, children do not always have time to concentrate fully and become deeply engaged in learning. This is because, at times, the childminder introduces too many ideas at once.
- Children develop good imaginative skills. For example, they engage the childminder in their role play as they pretend to be doctors and nurses. Children examine their 'patient' with stethoscopes and check her temperature. They pretend to give the childminder medicine and injections to make her better.
- The childminder is a good role model for children. She teaches them about boundaries and positive behaviour as they play. For example, she supports children to share and take turns with the resources.
- Children follow regular hygiene routines and learn how to keep themselves

healthy. For example, they wash their hands before eating their snack. Older children are confident in their own abilities. For instance, they use the toilet independently. Younger children have a go at sitting on the toilet before they have a nappy change. This helps them to build an understanding of what comes next in their self-care routines.

- The childminder works well in partnership with parents to meet children's individual needs. For instance, she finds out about any specific dietary preferences that parents have for their children. The childminder provides children with nutritious meals and snacks. For example, children choose what fresh fruit they would like to eat at snack time. They use good manners as they say 'please' and 'thank you' at mealtimes. Children develop a good understanding of healthy eating.
- The childminder takes children on trips to the library where they explore different types of books. She reads favourite stories to them and they listen attentively. The childminder pauses at appropriate times and encourages children to join in with the missing words. This helps children to develop an enjoyment of stories and fondness of books.
- The childminder helps to prepare children for what they need to learn next. For instance, she encourages parents to support their children to put on their coats by themselves at home. The childminder helps older children to practise forming the letters from their names. She has plans to access more training to help them to build on their good early literacy skills further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses regular safeguarding training to help her to keep up to date with any changes. She knows the signs that would cause her concern about a child's welfare and the procedures to follow. The childminder occasionally works with an assistant. She ensures that he is aware of her safeguarding arrangements and knows what to do should he have a concern about a child's welfare. The childminder ensures that the assistant is aware of his responsibilities in keeping children safe. She makes sure that he understands the setting's policies and procedures.

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

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

- review the organisation of planned activities so that children have more time to concentrate fully and become deeply engaged in learning
- strengthen the teaching of letters and the sounds that they represent to help older children to build on their good early literacy skills further.

## Setting details

<b>Unique reference number</b>	EY136618
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10073032
<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 2
<b>Total number of places</b>	12
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	22 January 2016

## Information about this early years setting

The childminder registered in 2002 and lives in Southport. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works occasionally with an assistant.

## Information about this inspection

### Inspector

Daphne Carr

### Inspection activities

- The childminder discussed with the inspector how she organises the curriculum for children in her care.
- The inspector observed children at play and discussed their development with the childminder.
- The childminder and the inspector completed a joint observation together.
- Children and the childminder spoke to the inspector at appropriate times during the inspection.
- The inspector took account of written feedback that some parents had provided.

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 2020