

Childminder report

Inspection date:

7 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder's inspiring vision of ensuring every individual child gets the best education and start in life is what makes this childminder exceptional. Children access a highly ambitious, well-sequenced curriculum which gives unique opportunities for each and every child to thrive. Children are provided with frequent opportunities to experience the awe and wonder of the world around them. They have yearly pumpkin-picking trips and regular canal and woodland walks. They also have weekly visits to the farm shop where they have their own trolley to shop for fresh fruit and vegetables.

The highly experienced, passionate childminder has a detailed knowledge of the children in her care and what they need to learn next. This means the children are highly engaged in their own learning. This is seen through excited children immersed in a range of exceptional experiences.

Promotion of children's well-being is remarkable, and their behaviour is excellent. Children develop their confidence and social skills and learn to manage their behaviour. There is a strong focus on friendship and kindness. Children are encouraged to engage with and help each other as they play. Children are heard reminding each other to use 'gentle hands' when visiting the pet rabbit at its cage.

Children settle very quickly as they form delightful, trusting bonds with the attentive childminder and with each other. They consistently demonstrate how safe and secure they feel as they confidently explore the childminder's home.

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

- The childminder has designed a progressive and meaningful curriculum for the children, which is extremely effective. Children are given opportunities to challenge their thinking. While building with blocks older children choose to copy shapes and sequences. Younger children make marks on large chalkboards and whiteboards with great focus and motivation.
- The childminder consistently speaks to the children to support their understanding of interesting topics. Children make superb progress in their language development. They talk with confidence to share their ideas. For instance, while playing with real-world objects, children notice the ribbons are the colours from the rainbow and begin to join the ribbons together in the order of a recently taught rainbow song.
- High expectations of the children's behaviour are clear. The children show respect for each other and are extremely engaged in the routine of the day and know what to expect next. Older children independently use 'please' and 'thank you' throughout the day. Younger children show a strong understanding of their

self-care needs, requesting to sleep when they feel tired.

- The childminder ensures that resources and books reflect the children's diverse backgrounds. Children talk about each other's similarities and differences throughout the day. This helps to promote children's feelings of inclusion and prepares children for life in modern Britain.
- The childminder continually evaluates the provision and strives to consistently maintain high-quality teaching and learning. Their professional development plan is comprehensive and builds over time, covering a wide range of early years practice. This supports the childminder to deepen her ability to precisely identify and support children's next steps in their learning.
- The childminder is extremely successful in identifying gaps in children's achievements. As a result, children who were previously identified with gaps in their development have made rapid and substantial progress over a short period of time.
- The childminder has a strong and secure relationship with the families and ensures that the parents are extremely involved in their children's learning and development. The childminder seeks regular feedback from parents which informs the detailed ongoing planning for each individual child's development. This is reciprocated with regular home-learning activities which are sent home with details on how they support their child's next stage of development.
- Parents are highly complimentary about the childminder and express how their children's ability has significantly developed since they started attending. Parents explain how the positive support given by the childminder has impacted the whole family. The childminder is a highly regarded professional within the local community, attending different local groups and supporting these in her professional capacity.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority. The childminder has attended in-depth child protection training and is confident in recognising the signs that may indicate a child is at risk of harm. She understands how to identify and report concerns about a child's welfare. The childminder is familiar with which agencies to consult to support children who may be at risk. She has attended first-aid and food-hygiene training. The procedures for keeping the children safe within her home are strong. All areas used are secure, risk assessed and safe.

Setting details

Unique reference number	310713
Local authority	Sefton
Inspection number	10128977
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	1 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	25 April 2016

Information about this early years setting

The childminder registered in 1999 and lives in Lydiate, Liverpool. She operates all year round, from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Laura Fradsham

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke with the childminder and children at appropriate times during the inspection. She looked at relevant documentation, such as the childminder's evidence of suitability and qualifications.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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