

# Childminder report

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Inspection date:

5 September 2022

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**Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is good**

Children form secure relationships with the childminder and the assistants, who are extremely nurturing in their approach. They enjoy exploring and learning at the welcoming setting. When playing independently, children select what they would like to play with and spend a long time concentrating on their chosen tasks. For example, children enjoy role play and work collaboratively to play doctors. They show their knowledge of health and use new vocabulary, such as 'stethoscope' and 'emergency' as they play. Children learned about people who help us when they had a planned opportunity to meet emergency services. They remember and talk about outings and additional experiences they have enjoyed. The childminder provides a good range of opportunities for them to learn about difference, diversity, people and communities.

The childminder and her assistant give consistent praise and encouragement. This helps children to feel safe and secure. Children understand what the childminder expects of them. There are rules in place to help them to learn right from wrong. When children do not follow the rules, the childminder supports children to understand how their actions affect others. Children use their manners and show kindness and respect for one another. They happily help to clean the floor after a messy activity. Children take turns to use a mop and brush. Following the COVID-19 pandemic restrictions, the childminder has prioritised children's communication and language development, and she introduces new words to children as they play. As a result, children are confident communicators. They share their ideas and engage in lively conversations.

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

- The childminder and her assistants plan and deliver an interesting curriculum that is focused on children's assessed developmental needs. Children gain new skills and show positive attitudes towards learning. All children access the experiences on offer as the childminder expertly alters activities to suit children's individual needs and interests. Children make good progress and consistently build on their learning.
- The childminder has a strong vision for the setting and continually strives to improve. She provides opportunities for her assistants to discuss their work. However, supervision and monitoring of practice do not fully identify all areas in which extra support is needed to ensure teaching is always of the highest standard. This means that weaknesses in practice are not always identified and children are not consistently supported to gain the intended skills.
- Children show independence as they attend to their own self-care needs. They carry trays full of ingredients and show pride as they help set the tables for lunch. The childminder enables children to express their preferences as she

offers them choices. Children make their own sandwiches and explain that they all like different foods. As a result, children feel secure and confident as they learn about what makes them unique.

- The childminder knows that some children need high levels of support. She manages challenging behaviour very well. However, the frequency of which the childminder is required to help children manage their emotions, results in activities being interrupted. Adult support is not consistently organised in the very best way to help maintain the flow of all children's thinking and learning.
- Children develop their physical skills in their play. They participate in yoga and exercise sessions that help develop their balance and stamina. Children develop the strength in their hands and their coordination through meaningful activities. For example, they use tools to cut up and mash fruit. Children show precision as they pour jugs of water into jars to create fruit smoothies. These skills help prepare children for the next stage of their learning.
- The support that children with special educational needs and/or disabilities receive is exceptional. The childminder is committed and passionate about her role. She seizes every opportunity to develop her knowledge. External support is sought, and interventions are quickly implemented. Parents are given support to help children learn at home. This helps children to make good progress.
- Partnerships with parents are extremely strong and parental feedback is consistently positive. The childminder obtains parent input through a termly questionnaire. This helps parents to feel valued. Parents receive regular updates about the experiences that children have. They are provided with extensive ideas about how to support children's learning at home. As a result, children benefit from a consistent approach to their learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. She fully understands the procedures to follow, and the appropriate agencies to contact, should there be any concerns about a child's safety or well-being. The childminder completes comprehensive training to support her role as designated safeguarding lead and ensures that her knowledge remains up to date. The childminder ensures all her assistants complete paediatric first-aid training. This helps to keep children safe as any accidents can be quickly dealt with.

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

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

- monitor practice more precisely to ensure teaching is consistently of a high standard

- consider how assistants are deployed to support all children effectively in their learning.

## Setting details

<b>Unique reference number</b>	EY444399
<b>Local authority</b>	Knowsley Metropolitan Borough Council
<b>Inspection number</b>	10231824
<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>	0 to 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	7 September 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Whiston, Merseyside. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with assistants and supports children who have special educational needs and/or disabilities. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Deborah Magee

### 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 quality of education being provided indoors and outdoors.
- Parents, children and assistants shared their views on the setting.
- The childminder spoke to the inspector about the intentions for children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that it is safe and suitable.

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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