

Childminder report

Inspection date: 6 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time in this home-from-home setting. They choose freely from a wide variety of toys and activities available. Children feel secure in their attachments with the childminder. They enjoy her company and share lots of cuddles with her. Children settle quickly and are happy to welcome visitors into their pretend play. For example, they initiate imaginative games and include the childminder and visitor, offering them a drink from their toy kitchen. The childminder has high expectations for children's behaviour and teaches them to be kind and considerate to their peers. Younger children are learning to share toys and resources with each other. The childminder provides them with plenty of praise and children respond well, showing positive behavioural attitudes.

Children benefit from daily outings into the community. The childminder takes them to the library, soft-play centre, local park and pine woods. Children also get the opportunity to visit toddler groups. This helps them to develop their confidence in larger social groups. Children thoroughly enjoy singing to songs and nursery rhymes. They are eager to help the childminder to set up ready for their daily music session. Children choose the instrument they would like to use and shake it energetically to the music. They move their bodies in various ways, participating with enthusiasm.

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

- Overall, the childminder devises a curriculum that incorporates children's interests and builds on what they already know and can do. She identifies what children need to learn next and plans activities and experiences that help them to progress well.
- The childminder promotes children's communication and language skills well. She holds conversations with children during their play. The childminder rephrases words that children say incorrectly, helping them to hear the correct pronunciation. She introduces new words to extend their vocabulary. For instance, as children go on a bear hunt outside, the childminder models more challenging language, such as 'hibernate', and supports their understanding of the meaning. This helps to expand children's growing vocabulary.
- The childminder encourages children to develop a love of reading. She provides a wide variety of story books that she regularly reads to them. However, the childminder does not consistently make the best use of planned teaching opportunities. Occasionally, some activities do not entirely promote children's engagement at the highest level. For example, younger boys, while happy, do not fully engage with the childminder during a story time session. They lose interest and wander off to access other resources.
- The childminder considers ways to continually improve her practice. She

accesses mandatory training, including for safeguarding and paediatric first aid. However, she does not target her professional development to help her to raise the good quality of teaching to even higher levels.

- The childminder actively involves parents in their child's learning. She ensures they are kept updated about what their children learn and do. The childminder shares ideas with parents regarding ways they can continue to support their child's learning at home. This provides a consistent approach to children's learning and development.
- The childminder builds good partnerships with other settings that children attend. For instance, she meets regularly with other early years teachers to discuss children's next steps in learning. This promotes continuity in children's learning and development.
- Children learn about what makes them similar and different to others when they celebrate festivals relating to other faiths and religions around the world. For example, they find out facts about Chinese New Year and try traditional Chinese food. This helps children to learn about other cultures and how they are different to their own.
- The childminder is a good role model for children. For instance, she uses good manners and praises children when they say please and thank you. This helps children to develop respectful attitudes.
- Children wash their hands before they eat and after their play outside. The childminder provides healthy snacks and children enjoy a variety of fruit and drink fresh water. This helps to support children's good health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She understands the procedures to follow should she have any concerns about a child's safety or well-being. The childminder completes daily risk assessments of her setting to ensure it is safe for children to play and learn in. For instance, she explains to children that the icy weather has made the decking slippery. Children learn how to keep themselves safe from slip hazards.

What does the setting need to do to improve?

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

- enhance planning of activities, so that all children consistently engage and get the most out of the experiences available
- target professional development more precisely to raise the good quality of teaching to the highest levels.

Setting details

Unique reference number	EY336362
Local authority	Sefton
Inspection number	10263200
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	0 to 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	24 April 2017

Information about this early years setting

The childminder registered in 2006 and lives in Formby, Liverpool. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded places for three-year old children. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Daphne Carr

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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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