

Childminder report

Inspection date: 22 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant establish caring relationships with children. Children are happy and they enjoy spending time with them. Children's physical development is promoted well. Babies use walking aids to help them move up and down the room. They feed themselves with spoons at mealtimes. Older children enjoy running and jumping in the woods on their daily walk outside. They gain a good awareness of space. The childminder takes children on a variety of outings. For example, they go to the local beach, woods, a National Trust attraction and a safari park. This helps children to learn more about the world they live in.

The childminder and her assistant introduce new vocabulary to children as they collect objects in the woods. The childminder encourages children to discuss how the bark and the moss feel. She introduces the mathematical words 'bigger' and 'smaller' to children as they compare the sizes of pine cones. Younger children are encouraged to use the words 'wet' and 'dry' as they feel and collect leaves. The childminder and her assistant are positive role models to children. They teach children to use good manners and to take turns with the toys.

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

- Children show resilience as they adapt to new routines during the COVID-19 pandemic. For example, children know that their parents do not enter the setting. This helps to limit the amount of close contact children have with people and helps to keep them safe.
- The childminder and her assistant provide opportunities for children to develop their growing independence. Children collect their own coats from their pegs and try to put them on themselves. They are praised for 'having a go'. This helps to increase their self-esteem. Children access all of the equipment independently. Older children manage their own toileting needs.
- The childminder establishes positive relationships with parents. Parents are very happy with the service provided. They praise the 'home-from-home environment' that the childminder provides. Parents are grateful for the full handover the childminder gives them about their child's day. However, the childminder has not yet forged relationships with other settings that children attend. She does not share information about children's learning and development to enable children to make the best possible progress.
- Children's behaviour is good. They follow the childminder's and her assistant's instructions well. Children are praised for 'excellent sharing' as they take turns to use different-coloured glitter glue to decorate their pine cones. Older children tell the group that 'sharing is caring' as they carefully use paintbrushes to paint the pine cones. This helps to develop their small-muscle skills.
- The childminder helps children to develop their communication and language

skills successfully. She regularly reads books to children. Younger children are encouraged to make the animal noises of the animals in the story. Older children are encouraged to talk about what they can see on each page. Children show good levels of concentration as they listen to the childminder read. The childminder constantly talks to children and engages them in conversations about their interests and experiences. She asks questions to check children's understanding.

- Children enjoy their daily singing session and sing a variety of nursery rhymes and action songs. Babies beam at the assistant and rock their bodies forwards and backwards as they sing 'Row, row, row your boat'.
- The childminder offers a varied menu of healthy meals which she prepares each day for lunch. Children thoroughly enjoy their social mealtimes. However, the childminder does not always help children to adopt good hygiene practices. For instance, although children wash their hands after toileting and outdoor activities, they do not always wash their hands before they eat snack.
- The childminder teaches children about different festivals, such as Diwali and Chinese New Year. Children enjoy trying different foods from other countries. However, the childminder does not plan enough opportunities for children to learn about similarities and differences between themselves and others. They do not have enough opportunities to learn about different families and communities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms that may indicate that a child is at risk of harm. She knows the actions to take should she become concerned about children's welfare. The childminder and her assistant attend regular safeguarding training. They keep up to date with legislation. The childminder teaches children about road safety when they go out every day. They learn how to cross roads safely. The childminder ensures that her home is safe and secure. Children are supervised well.

What does the setting need to do to improve?

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

- teach children about the importance of good hygiene practices, such as always washing their hands before they eat
- enhance opportunities for children to learn more about similarities and differences between themselves and others
- strengthen partnerships with other settings that children attend, and share detailed information about their development.

Setting details

Unique reference number	2531092
Local authority	Sefton
Inspection number	10208466
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Formby, Liverpool. She operates all year round from 7.45am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Olivia Barnes

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 her evaluation of the setting.
- The childminder and the inspector had a tour of the premises and a learning walk to ascertain the childminder's intent and rationale for the early years curriculum.
- The inspector observed the interactions between the childminder and the children during the inspection and evaluated the impact on children's learning.
- Relevant documentation was sampled by the inspector, including evidence of the childminder's training.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

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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