

Childminder report

Inspection date: 13 April 2022

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

Children are happy in the childminder's calm and welcoming home. They safely explore the well-organised playroom selecting resources to play with. Children have formed close bonds with the childminder, who is very nurturing in her approach. They develop their independence skills and attend to their own personal needs well.

Children happily point out their families on photos displayed in the playroom. This helps them to develop a sense of belonging and understand what makes them unique. Older children can confidently recognise their own names and have plenty of opportunities to see their name in print in the environment, for example on their registration cards and mealtime place mats. This helps children to develop skills that will benefit them when they start school.

Children listen when the childminder explains the high expectations she has of them. They are kind to their friends, share and listen to each other. Children behave positively and show respect towards one another. They consistently display beautiful manners, for example when they say 'please' and 'thank you' as they play together. Following COVID-19 restrictions, some children lacked confidence in large-group activities. They now attend playgroups and dance sessions. Children are now happy to attend new places. They show great confidence as they demonstrate their dance skills for the inspector.

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

- The childminder supports children's communication skills through meaningful discussions. For example, children recall hearing a woodpecker in the local woods. They competently explain the bird is 'rare' and it 'pecked' and 'hammered' the trees. Children develop the ability to take turns as they engage in thoughtful conversations with their friends.
- Children develop their strength and stamina as they play in the garden. They climb up ladders, jump and run around. Children show great confidence and imagination as they walk across a beam and shout, 'We are going through the river, splish, splash'. The childminder supports children who are less confident to jump off tyres. This helps all children to feel a sense of achievement.
- The childminder supports children to develop their mathematical skills. Children point to numbers on the wall and confidently recognise these and the amount they represent. They count out handfuls of oats to make porridge for the 'three bears' and 'Goldilocks', and use mathematical language to explain that 'one more' is required. Children develop the skills needed for the next stage of their education.
- The childminder has created a personal scrapbook for every child filled with

photos and facts about their home lives and experiences. Children compare this with information in scrapbooks about children with different cultural backgrounds. As a result, they learn to be respectful of others and gain an awareness of differences that exist in the world around them.

- The childminder works closely with a network of local childminders to share ideas and improve practice. Children join up with larger groups of different children to interact with. Together they attend groups, go on nature trails and visit local parks. This enables children to develop their social skills.
- Children freely access the resources and follow their own interests. The childminder mostly supports children's independent learning. However, on occasions, the childminder interrupts children's purposeful play to direct them, without warning, to an activity she has planned or a change in routine. Consequently, some children become disengaged in their learning.
- Parents speak highly of the childminder. They state how their children have 'made great progress' at the setting. Parents are particularly impressed with a lending library the childminder has established. Parents value being able to access a wide variety of books to share with their children at home. This helps children to develop a real love of reading.

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, including those of radicalisation. She fully understands the procedures to follow and the appropriate people to contact, should there be any concerns about a child's safety or well-being. The childminder has completed comprehensive training to support her role as designated lead and ensures her knowledge remains up to date. The playroom, used for childminding purposes, is extremely well organised and is a safe environment for children to play in and explore. The childminder involves children in checking for risks to ensure the environment is safe.

What does the setting need to do to improve?

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

- improve the implementation of routines and planned activities, to enable children to maintain high levels of engagement and participation in their play
- provide children with the opportunity to engage in high levels of participation in their chosen activities, giving them plenty of notice when a change in routine is going to occur.

Setting details

Unique reference number	2535519
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10215194
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Halewood, Merseyside. The childminder operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3.

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 viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- 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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