

Childminder report

Inspection date: 11 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 and settled at this nurturing setting. They have adapted well to changes in routines, due to the COVID-19 pandemic. For example, parents no longer enter the childminder's home. However, children come in happily and are excited to arrive. Children follow precise instructions when washing their hands. This supports them to learn good hygiene practices. The childminder prioritises getting to know children, their experiences and their families. This helps children to feel safe and secure. Children are provided with new experiences. For example, when going on outings, children who have not been on public transport experience travelling by train and bus. These opportunities allow children to learn about different modes of transport.

Children demonstrate positive attitudes towards their learning. They confidently express their own ideas during their play. Children request their favourite songs, saying 'I want to be a bunny,' as they ask for the song 'Sleeping Bunnies'. Children develop their physical skills as they hop, skip and jump like rabbits. Outdoors, children develop their strength as they run, climb and operate ride-on toys. They show great independence as they put on their coats and shoes. Children also set the table for lunch and cut bananas up for snack. This supports them to develop their independence skills. Children are prepared well for the next stage of their learning.

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

- The childminder places great importance on the development of children's communication skills. Children listen to nursery rhymes and songs playing through a speaker. This encourages them to spontaneously sing and recite rhymes. The childminder supports children to communicate. She comments on their play and models correct language use. Consequently, children make good progress in their speech development.
- Children engage in high-quality interactions with the childminder. For example, as they pretend to serve ice cream, the childminder requests information about prices and flavours, which challenges children to think and discuss their ideas. This helps children develop their critical thinking skills.
- Children develop a love of reading as they enjoy story time. The childminder enthusiastically reads 'We're Going on an Egg Hunt.' Children immediately note similarities with a recently read book about a bear hunt. Children show great interest in books, they look at pictures and turn the pages correctly. These opportunities help children to develop their early literacy skills.
- Children learn about different emotions and how to confidently express their feelings. Children giggle with excitement as they copy the faces on emotion picture cards. They discuss what makes them happy, sad and angry. This

supports children with their emotional well-being.

- Children have great fun being physically active outside. For example, they run and climb as they hunt for hidden Easter eggs. The childminder supports children to learn how to identify and share their physical and emotional needs with her. For example, when children become tired, they confidently tell the childminder. Children are then able to relax and rest as they lie down and listen to music. Children enjoy a healthy lunch. While they are waiting for this to be prepared they sit well and read their favourite books.
- Children develop their problem-solving skills and show great resilience as they work together to complete a difficult jigsaw puzzle. The childminder encourages children to keep trying and demonstrates how to try pieces in different places. When completed, the childminder celebrates with the children and gives an abundance of praise. As a result, children feel valued and develop a resilient attitude, as they keep on trying.
- The childminder has some setting rules in place to promote positive behaviour, such as sharing toys and being kind to each other. However, at times, some children struggle to follow these rules and to understand how their behaviour has an impact on others. The childminder is yet to implement effective strategies that support all children. Therefore, at times, the learning experiences of others are interrupted.
- Parents provide consistently positive feedback about the childminder. They state how their children are extremely happy to attend. Parents love the photos that the childminder shares each day. The childminder also provides ideas on activities to complete at home. This partnership working has a positive impact on children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues. She has recently completed training to ensure that her knowledge remains up to date. The childminder is aware of how to correctly report any concerns about children's welfare. She demonstrates a robust understanding of how to identify and respond to possible signs and symptoms of abuses. The childminder maintains a safe and secure home. She confirms the identity of visitors through a camera before opening the door. If the front door or any window are opened, an alarm sounds to alert the childminder. This helps to ensure that children cannot leave unsupervised and unwanted visitors cannot enter.

What does the setting need to do to improve?

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

- support children in managing their own behaviour by ensuring children

understand what is expected of them.

Setting details

Unique reference number	2567614
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10232198
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Huyton, Merseyside. She operates all year round, Monday to Friday, from 6.30am to 5.30pm, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 2. 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 provider 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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