

Childminder report

Inspection date:

10 November 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

The caring and friendly childminder warmly welcomes children into her home. The childminder works closely with parents when children initially start. She finds out about their routines and interests. Children come for settling-in visits, which gives them time to get to know the childminder. This helps them to feel happy, safe and secure. They quickly form strong bonds with the childminder, which helps to support their emotional development.

Children go on regular trips out in the local community. For example, they visit local parks, soft-play areas and the library. This gives children opportunities to be physically active and to explore the world around them. The childminder meets with other childminders, who have children of a similar age. This helps to broaden children's social group and their interactions with other children.

Children access a very well-resourced playroom with a range of toys for the different ages and stages of development. Children happily engage in the challenging activities provided by the childminder. Babies cuddle on the childminder's knee as she reads a story. They eagerly turn the pages and lift the flaps on a board book. This helps to promote a love of reading from an early age and develops the muscles in their fingers and hands.

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

- The childminder plans activities and experiences based on children's interests. She regularly assesses what children already know and can do. For example, babies are supported to learn to walk by cruising around furniture and holding hands with the childminder, while they master this skill. This supports children to make good progress.
- Overall, the childminder promotes children's communication and language very well. She talks clearly and asks appropriate questions. She gives children time to respond. Babies use gestures to express their wishes. For example, they point to the soft toys they would like to hold. However, at times, babies use dummies for an extended period when playing. This has an impact on them being able to use their mouths to babble and make noises.
- Partnerships with parents are very strong. The childminder gathers information about children's development before they start at the setting. She shares children's achievements with parents through messages and daily feedback. Parents say they are extremely happy with the care provided, commenting, 'it is the perfect environment for little ones.'
- Children, particularly babies, are provided with a range of resources to explore. For example, the childminder sets out some stacking blocks for babies to build with. They delight as they find some balls to put inside the stacking tubs,

showing curiosity and a positive attitude to learning. However, resources are not always fully accessible and within easy reach of babies. This means they cannot always access them freely to promote independent choices.

- The childminder provides a range of healthy meals and snacks. She encourages children to eat a range of fruit and vegetables. The childminder works closely with parents to support children's dietary needs. For example, babies are supported during weaning and introduced to finger foods. Children can access water independently. This encourages them to make healthy choices.
- The childminder is dedicated to her role and continually reflects on her teaching. She seeks out training and ideas to support her practice. The childminder recently accessed some training on a speech and language assessment tool. This helps her to access any gaps in children's communication and language skills.
- The childminder works closely with other settings that children attend. She shares information about children's progress and what they are learning now. She works with settings to develop and implement the same strategies in order to support children's behaviour. This helps to support continuity of care for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has kept up to date with her knowledge on safeguarding children. She has a good understanding of signs of abuse and neglect. The childminder knows how to make any referrals should she have a concern about a child's welfare. The childminder consistently assesses her home for any potential risks or hazards. While on outings, the childminder ensures she has a well-stocked first-aid kit and emergency details for herself and the children, to use in the event of an accident. This helps to keep children safe.

What does the setting need to do to improve?

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

- develop the organisation of resources, particularly for babies, so that they can be accessed more independently
- consider reducing the use of dummies during babies play, so that children's early communication skills can be fully promoted.

Setting details

Unique reference number	2592181
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10251273
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	1 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Halewood. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Janine Tours

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request, including a two-year-old progress report and paediatric first-aid certificate.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022