

Childminder report

Inspection date: 3 October 2024

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 progress well at this welcoming and well-organised setting. They are happy and settled and show high levels of emotional well-being. Initial settling sessions enable children to develop early attachments with the childminder so that they feel safe and secure from the outset. The childminder actively joins in children's play. This contributes to children's high levels of motivation and their enjoyment in activities.

Children benefit from well-established routines, as they become familiar with what will happen next. For example, they know they need to wash their hands after using the toilet. The childminder teaches them to do these tasks for themselves, which supports their independence skills. The childminder has high expectations of children, and the behaviour of children is good. Children are very well mannered and respectful of their environment. For example, they say 'thank you' when the childminder hands them their snacks and they work together to tidy up for the next activity.

The childminder provides ample opportunities for children to have fresh air and exercise. Children benefit from regular outings and outdoor play in the childminder's large garden. Children persevere as they master the skill of climbing the steps up to the slide. They relish the encouragement they receive and they smile broadly in response to the praise they receive. This helps to raise children's confidence and self-esteem.

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

- Overall, the childminder supports children to develop positive attitudes towards their play and learning. Children learn to persevere when faced with a challenge. For example, when a tower becomes unsteady and falls down, they say, 'I will try again.' This helps children to become resilient learners.
- The childminder promotes literacy well. For instance, she uses songs and rhyming activities in everyday practice and makes stories come alive by using props related to the story's events. These activities help to develop children's early literacy skills and a love of books.
- Children enjoy taking part in a range of well-planned activities. However, they do not always have time to concentrate on their chosen activity for a sustained amount of time to deepen their learning. This is because there are times when the childminder suggests ideas for how they should play or moves them on to other activities before they are ready. This means that children do not always have time to become deeply involved in their learning to strengthen their skills and to develop their concentration.
- Parent partnership is strong. The childminder keeps parents informed about their

child's day and their ongoing progress. She makes informative video recordings for parents to offer advice on supporting children's learning at home. This shared way of working is having a positive impact on children's developmental progress.

- Children are encouraged to do things for themselves from a young age. For example, they wash their own hands, put on their own puddle suits ready for outdoor play and cut up their own fruit at snack time. This supports their independence skills effectively, ready for their move on to school.
- The childminder prioritises children's health and safety. She teaches children how to identify potential risks. For example, they know they need to stand back when another child is on the swing. This supports children to learn how to keep themselves and others safe.
- Children benefit from a language-rich environment. The childminder continually provides a running narrative and asks open questions during play. She emphasises key words and introduces new vocabulary in context, such as 'balance' and 'steady' as children build towers with blocks. This supports children's communication and language development well.
- The childminder uses every opportunity to include mathematical language and counting during play. Activities are focused to help children to develop a sound understanding of numbers and their values. For example, they correctly count a number of items and match them to the correct numeral. This helps children to understand and use mathematical language.
- The childminder shows a commitment to her ongoing professional development. She continues to keep her knowledge up to date through training and regularly meets with other childminders to share ideas and practical advice. This has a positive impact on the way the childminder plans her provision and enhances her practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- recognise when to give children time to consolidate their skills and develop their concentration.

Setting details

Unique reference number	2676253
Local authority	Sefton
Inspection number	10354895
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 2
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 2022. She lives in Southport. The childminder operates Tuesday to Thursday from 9am to 3pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 6 and has also achieved qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Oakley

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- 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 during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.
- 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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