

Childminder report

Inspection date: 17 September 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 are happy and safe in the childminder's care. They develop warm, nurturing relationships with the childminder. Children seek cuddles and comfort when they need a little reassurance. This helps children to feel emotionally secure. The childminder gathers information from parents about children's individual routines. She uses this information effectively to meet children's individual needs. This helps children to settle quickly into the homely environment.

The childminder knows children well. She understands that they need support to develop their communication and language and personal and social skills. The childminder focuses her curriculum on these areas of children's learning. For example, she encourages young children to work together when making a house out of magnetic bricks. She discusses the colours of the shapes as they build, inviting them to share and name the shapes with her. Children are making good progress in all areas of their learning and development.

Children behave well. They understand the childminder's high expectations and boundaries. Children learn to share and use good manners when tidying up the play area and the garden. The childminder is passionate about supporting children to explore the natural world around them. This includes opportunities to visit a local wetland area, park and beach. Opportunities such as these help children to develop their knowledge of living creatures and how to keep themselves safe when out on walks in the local community.

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

- The childminder notices all children's attempts to communicate and responds, encouraging their speech, language and communication. For example, after hearing the word 'hog' during a story about woodland animals, children then repeat the word and find a toy hedgehog in a story sack. Independently, children then use the word again in an autumn art activity. Children confidently transfer their learning and apply new words in different situations.
- Children have opportunities to develop their listening and manipulative skills. Children access a variety of animal jigsaws with sound effect buttons. They press to match the noises that the animals on the jigsaw make. The children have lots of fun repeating the sounds. They talk about how the animals are different, as well as successfully assembling the puzzles. This extends children's knowledge and supports them to develop their problem-solving skills.
- The childminder plans trips outside the home, expanding children's social interactions when visiting local groups and childminders. Children have the opportunity to visit places of natural beauty. Such experiences help children to make new friends and develop their knowledge of the world around them.

- The childminder is clear in what she intends children to learn. She uses her observations and assessments to identify children's next steps in learning. That said, occasionally, the childminder does not always adapt her teaching during activities in response to what children are doing. At these times, children's learning is less precisely supported.
- The childminder develops strong partnerships with parents. Parents say that the practical information and strategies that the childminder shares help them to embed positive behaviours and learning at home. This helps to promote a consistent approach to children's care and learning.
- The childminder completes training, talks with her peers and keeps up to date with changes in the field of early years. For example, she has researched the benefits of sensory play and how this benefits all children, including those with special educational needs and/or disabilities. The childminder evaluates her provision and sources ideas to help her to improve her professional knowledge and skills.
- The childminder supports children to understand boundaries and models the high expectations of her setting. Children are kind to each other and are supported to learn how to manage their own feelings and emotions. Children are caring, confident and independent learners who happily engage with each other as they play.

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:

- consistently adapt teaching in response to what children do during activities so that their learning can be built upon even more precisely.

Setting details

Unique reference number	2680584
Local authority	Sefton
Inspection number	10355342
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 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She has appropriate childcare qualifications and can accept funded places. She operates from Monday to Friday, 9am to 3pm all year round.

Information about this inspection

Inspector

Sandra Hamilton

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact this is having 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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