

Childminder report

Inspection date: 4 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children show that they feel secure and at home in the childminder's welcoming provision. The childminder encourages children to make decisions about what to do. This helps them to become self-motivated learners. There is a lot of busy talking that promotes children's communication effectively. Older toddlers use well-formed sentences in their play. When they play with a toy pizza, children say, 'The pizza can go on the table too,' and, 'We need one more piece.' Younger toddlers pretend to talk to family members on the telephone. They say 'hello' at the beginning and 'bye' at the end. This demonstrates their early conversation skills. Children show their knowledge of the world and of communication technology; they use the telephone to role play a video call.

Parents and carers say that they feel well informed about daily events and children's progress. They particularly praise the termly meetings and progress reports that help parents to continue children's learning at home. Children follow familiar, consistent rules and routines at the childminder's provision. This helps them to develop self-control. Toddlers willingly put aprons on because they know this means that they are going to do some painting. Children's obvious excitement about the activity demonstrates their eagerness to join in and to learn.

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

- The childminder has worked hard to improve her provision since the last inspection. She takes account of advice. She completes training and implements what she learns. One training event reminded the childminder about how an outing to the shops or a park helps her to promote children's skills and knowledge across all seven areas of learning. Children enjoy rich experiences, such as discovering carvings of insects in the nearby woods.
- The childminder links her curriculum to her intentions for children's learning. For example, the childminder plans a painting activity to help children to make progress towards good pencil and brush control. However, all of the children are at different stages of development. The childminder, sometimes, does not differentiate her teaching precisely enough to help each child to make the swiftest progress that they are capable of.
- Children's early literacy is promoted well. They eagerly gather to listen to the childminder read 'We're Going on a Bear Hunt'. Toddlers remember and talk about the main events in the story. They know that the bear lives in the cave and that he chases everyone to the house. Children pretend to write on a toy clipboard. This demonstrates their understanding that writing has a purpose.
- The childminder encourages children to have ideas and to follow their own interests. Children ask to play with a magnetic fishing game. They carefully dangle the magnet over the fish. This promotes children's hand control and

concentration. Toddlers show sustained interest in a doctor's kit. The childminder shows them what the stethoscope does, but she does not tell them what it is called. This slows the rate at which children extend their meaningful vocabulary.

- The childminder promotes children's self-help skills. Toddlers learn to use the potty and they make good progress towards independent toileting. The childminder provides sandwich lunches, because she is preparing children to eat their packed lunches confidently when they start to attend nursery.
- Children gain knowledge that promotes their physical well-being. Toddlers give the teeth of a happy hippopotamus a thorough brushing. The childminder notices and praises them. This encourages children to develop good oral hygiene habits themselves. However, there are instances when children's hygiene is not promoted well enough. For example, children do not clean their hands before eating their sandwiches. This puts them at risk of becoming poorly.
- The childminder keeps her knowledge of child protection matters up to date. She demonstrates vigilance and a determination to protect children from harm. She knows what to do if she is concerned that children are at risk of abuse or neglect. The childminder notices and minimises risks to children's safety in her home. She has recently replaced wooden decking in her garden with flagstones. This has reduced the risk of children slipping and falling when they play outside.

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:

- plan even more precisely for children's individual learning
- strengthen techniques for expanding children's vocabulary
- help children to establish consistent hygiene habits that promote their good health.

Setting details

Unique reference number	2687425
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10343038
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	27 March 2024

Information about this early years setting

The childminder registered in 2022 and lives in Liverpool. Her provision operates all year round, from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education.

Information about this inspection

Inspector
Susan King

Inspection activities

- The childminder and the inspector held discussions about how the childminder plans and implements her curriculum. They jointly evaluated children's learning.
- The inspector observed interactions between the childminder and the children. She observed and spoke with children.
- The inspector read written feedback from parents and took account of their views.
- Documents used in the childminder's setting were sampled and evaluated by 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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