

Childminder report

Inspection date:

27 March 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder creates a welcoming environment. Parents comment that children are keen to attend and develop secure relationships with the childminder. Children help themselves to toys and books and enjoy craft activities. In the main, the childminder supports children to behave well. Children gain some of the basic skills they need in readiness for school when the childminder plays alongside them. However, the curriculum is not planned well enough to help the childminder to fill gaps in children's learning swiftly and to help children to make the best progress possible.

The childminder understands the impact of COVID-19 on children's social development. She purposefully takes children to local groups and soft-play centres. This provides opportunities for children to build up their confidence to communicate and socialise with children in larger groups. Children's health and wellbeing benefits from plenty of fresh air and exercise. They play in the garden and enjoy outings which help them to experience and learn about their community and nature. For example, children visit the woods to look at the squirrels and the blossom on the trees and talk about the changing seasons. On farm visits, they look at the guinea pigs and rabbits. They also crawl through tunnels and climb on frames, which supports the development of their physical skills.

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

- The childminder is steadily developing an awareness of each child's abilities. She plans activities based on children's interests and is beginning to consider how she can build on what children already know and can do. However, she does not focus sufficiently on what she wants children to learn when planning or delivering activities. Therefore, children make steady progress but do not gain the most from experiences.
- Some activities, such as looking at books and singing, help to support aspects of children's language development. However, music plays in the background as children play freely and during activities planned by the childminder. This has an impact on children's ability to concentrate and to hear the childminder speaking. This does not help children to fully develop their listening skills.
- The childminder talks to children about being kind and uses appropriate ways to manage their behaviour. However, when the childminder is distracted with routines, such as making lunch and changing nappies, children's behaviour deteriorates. At these times, she does not notice when children need support to behave appropriately, and others need reassurance.
- Parents are positive about the service the childminder provides. The childminder talks with parents as they collect their child about the day's activities and sends photos securely through an electronic messaging system. However, the

information exchanged is not detailed sufficiently to support all parties to work together to promote children's learning and development.

- Children develop good self-care skills. They help themselves to drinks of water when thirsty. They sit at the table and feed themselves competently. They learn to use the toilet independently. Developing independent skills such as these, help to prepare children well for being at nursery or school.
- The childminder has a clear understanding of how to identify and report child protection concerns. She has established positive, working relationships with other agencies who support children's welfare.
- The childminder seeks and listens to the views of parents on sleeping arrangements. However, she does not share her professional knowledge to help parents to understand that other ways may be better for their children's comfort and safety.
- Children are beginning to learn about their culture and those of others. They enjoy stories and craft activities linked to calendar events. For example, recently they talked about Shrove Tuesday while adding toppings of their choice to pancakes. They talked about Easter and spring animals, such as chickens while gluing foam shapes onto a polystyrene egg shape.
- The childminder is gradually evaluating and developing her practice. Changes since registration include fencing a section of the garden and laying artificial turf. Children benefit from more opportunities to be physically active in their play and learning outdoors in this safe, secure area.

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:

- focus more clearly when planning and organising activities and routines on what children are to learn and the best way to support their learning and behaviour
- reflect on the effects of background noise and provide an environment which supports children's speaking and listening skills
- exchange more detailed information with parents about children's skills and capabilities to help promote consistency in children's learning and development
- share information with parents and ensure that agreed sleeping arrangements are best suited to the age, size and needs of their children.

Setting details

Unique reference number	2687425
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10327849
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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector
Lynne Naylor

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 childminder and has taken that into account in their evaluation.
- The inspector had a tour of the childminder's home to gain an understanding of how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with childminder.
- The inspector spoke to some children during the inspection and took account of the written views of parents provided by the childminder.
- The inspector looked at a sample of documentation including evidence of the suitability of household members and the childminder's training.

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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