

Childminder report

Inspection date: 22 August 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	Not applicable

What is it like to attend this early years setting?

The provision is good

This childminder offers a calm and homely environment where children feel comfortable and happy. She creates an environment that is resourced to meet the interests of the children. Children select their own resources, which supports their developing independence. The childminder sparks the children's imagination as they chatter together as they play with dough. The children use tools to shape it as they develop their physical and creative skills.

The childminder establishes strong positive relationships with the children. They are relaxed and display high levels of emotional well-being. The children cuddle up with the childminder to enjoy a story. The childminder effectively extends their vocabulary, introducing new words from the book. This promotes children's language development and literacy skills.

The childminder provides a stimulating outdoor environment in her garden. The children demonstrate high levels of engagement and concentration as they mix water and sand together, exploring new textures and practising physical skills as they scoop, stir and pour.

The childminder implements routines that promote children's ability to listen and follow instructions. The children clean their hands before sitting at the table together to enjoy a healthy snack. This contributes to the development of their communication and social skills.

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

- The childminder organises interesting activities for the children. They are engrossed as they whisk water into cornflour and squeal with delight as colouring is added. The childminder supports children to develop their language skills as she encourages children to talk about the texture. The children show their positive attitude to learning through high levels of concentration and enjoyment.
- The childminder enriches her curriculum with regular visits to the local area. Children enjoy planned visits to parks, the beach and shops. They also enjoy interacting with the childminder's pet guinea pig. This develops children's curiosity and a sense of wonder about the world around them. The childminder supports children's social and emotional development by taking them to a playgroup, where they play and interact with other children. This develops their social skills and friendships.
- The childminder teaches children number songs and nursery rhymes. The children join in singing as they play together in the garden. This supports the children to learn literacy and language skills and helps with early mathematical

development.

- The childminder has a calm and patient manner with the children, which promotes positive behaviour and good manners effectively. Her interactions are warm and supportive as she offers gentle reminders as they play together. Children's behaviour is good.
- The childminder prepares children for the next stage of their development. Older children learn early literacy and mathematical skills, such as writing letters from their names and recognising shapes and numbers. She establishes some partnerships with local primary schools to support a smooth transition for children moving on to school. This promotes continuity and consistency in children's learning and development.
- The childminder demonstrates effective partnerships with parents. She communicates updates about their child's day and the experiences they have engaged in via a messaging app. She offers settling-in visits for new children and gathers information from parents prior to their start. This supports her in understanding children's needs and promotes consistency between home and her setting. This helps children feel more confident and secure.
- The childminder provides home-made meals, fresh water and daily physical activity in her garden. This helps children to understand the importance of a healthy lifestyle and supports their physical development and well-being.
- Overall, the childminder considers her provision. However, she lacks a systematic approach to evaluating her own practice. This means that she does not identify areas for improvement to enhance outcomes for children.
- The childminder engages with and completes mandatory training. However, she does not identify specific areas for further professional development. This does not ensure that the childminder is up to date with the most recent developments and teaching.

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:

- regularly reflect on the quality of care and education to identify areas for improvement and implement changes to enhance outcomes for children
- undertake further training and professional development to enhance knowledge and skills to improve outcomes for children.

Setting details

Unique reference number	2721354
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10394854
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	2 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 2023 and lives in Whiston, Merseyside. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector
Emma Ashcroft

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years curriculum.
- Children interacted with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of her views.
- Parents shared their views of the setting with the inspector.
- The inspector held various discussions with the childminder on subjects such as her professional development.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.

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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