

Childminder report

Inspection date: 22 July 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

The childminder warmly welcomes children into her home. She creates a homely and nurturing environment. The childminder builds strong, positive relationships with both children and their families. She gathers detailed information about children's individual routines and starting points. This enables the childminder to create a rich and varied curriculum to meet their individual needs. The childminder plans engaging activities based on the children's interests. For instance, children learn to recognise shapes while playing with magnetic blocks.

The childminder plans regular outings to continue children's learning beyond her home. During the outings, she teaches children how to stay safe. Children learn to cross roads carefully, waiting for the green man to illuminate before crossing safely. They know to wait behind the yellow line before boarding a train. The childminder sets clear and high expectations. She encourages children to be kind as well as learning how to share and take turns. Children respond well to her gentle guidance. Children show respect for each other. For example, older children help carry younger children's shoes when they are getting ready to go into the garden. The childminder consistently models respectful behaviour and praises children for using polite language like please and thank you. Children are highly motivated to play and learn. They develop their social and communication skills. This helps to prepare children for their transition to school.

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

- The childminder supports children's physical development effectively. For example, children build confidence as they climb and crawl across the climbing frame. This helps strengthen their large muscles. The childminder provides opportunities to develop children's hand-eye coordination and fine motor control. For example, children use pipettes to create potions in the water. This helps children to develop confidence in their physical development.
- On the whole, the childminder supports children to extend their communication skills effectively. For example, children start the day with circle time, where they sing songs, welcome each other and engage in discussions. That said, occasionally, the childminder does not use agreed strategies to help some children to engage in conversations fully. This means that, on occasion, some children's communication skills are not fully promoted.
- Children's voices are valued and respected. The childminder actively listens to their thoughts and opinions and encourages them to express themselves freely. She promotes turn-taking as they share their ideas and supports children in making independent choices. As a result, children feel confident that their ideas are heard and appreciated.
- The childminder supports children in developing self-care skills. Children help to

prepare their snacks and safely use knives to chop fresh fruit. They learn to manage tasks like toileting independently. Children confidently put on their own shoes and coats before going outside. Children become increasingly independent and manage their personal needs well.

- The childminder skilfully weaves mathematics into children's play and daily routines. She encourages children to spot and name shapes during walks in the local community. Children confidently recognise a range of different shapes. Through these meaningful experiences, children develop their mathematical skills.
- Children benefit from meaningful experiences in the wider community. The childminder has a strong focus on providing real-life experiences. For instance, she enriches children's learning through regular outings, such as visits to the beach and local parks. This helps children to explore and understand the world around them. Children confidently recall these experiences and take pride in activities, like litter picking. They show a growing sense of responsibility in keeping their community clean and tidy.
- The childminder keeps all mandatory training, including safeguarding and first aid, up to date. She actively pursues further professional development, completing additional training to enhance her practice. For example, she has undertaken training to better support children with special educational needs and/or disabilities. As a result, she ensures all children receive the support they need to make continued good progress.
- Partnership with parents and carers are highly effective. Parents receive regular updates on their children's progress and well-being. The childminder supports parents in continuing their children's learning at home. Parents commend the 'phenomenal' childminder on her loving, caring and nurturing attitude. They comment that their children feel extremely happy and safe in the childminder's care.

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:

- embed strategies that help children to engage in conversations more fully to enhance their communication skills further.

Setting details

Unique reference number	2726791
Local authority	Liverpool
Inspection number	10398091
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 3
Total number of places	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Walton, Liverpool. She operates all year round from 7.30am to 5.30pm, apart from family holidays and bank holidays, Monday to Thursday.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The childminder joined the inspector on a learning walk to discuss the childminder's curriculum, including how she assesses and plans for children's learning.
- The inspector also discussed the arrangements for safeguarding children and the childminder's reporting procedures.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and development.
- The inspector took account of the views of parents through written feedback provided.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector engaged with children at appropriate times during the inspection.

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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