

Childminder report

Inspection date: 21 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and well cared for in this homely environment. They benefit from secure relationships with the childminder and her assistant, separating easily from parents and carers on arrival and settling quickly into activities. Children talk about the things they grow in the garden, like the fragrant flowers and the apples on the apple tree. They remember that they used the apples to make apple pie, sauce, and juice. Children excitedly show off the cucumber they have grown in the garden. They talk about the other things they have grown, that they can eat to make them healthy.

The childminder has good boundaries and expectations in place, which help children to know what is expected of them and how to deal with certain situations. She uses stories and modelling to help children to learn about feelings, emotions, and respect. The children benefit from a wealth of experiences and opportunities with the childminder. They visit local farms, parks, and outdoor spaces, where they can learn about nature and observe changes to the environment. They visit the fire station to learn about people who help us. Children take their rubbish to the recycling centre, which helps them to learn about their impact on the environment.

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

- The childminder implements a curriculum for children which is based on building their knowledge and skills. She identifies what they already know and can do from discussions with parents and her own initial observations. She regularly tracks their learning to celebrate their achievements and to identify and address any gaps in learning. As such, children make good progress and are prepared for the next stage in their learning.
- The childminder promotes healthy meals and snacks. Both the childminder and her assistant have recently accessed training on nutrition and have amended the healthy eating provision accordingly. They grow vegetables and fruit with the children which can be used in snacks. This helps to ensure children learn about the importance of a healthy, balanced diet.
- At snack and mealtimes, children demonstrate their growing independence. They help to set the table, including washing it to make sure it is clean. Children show how they wash their hands before eating 'to get rid of the germs.' This helps children to learn about good hygiene and cleanliness practices.
- The childminder has improved communication and language by promoting more opportunities to talk with the children. She asks effective questions to lead their thinking and provides a narrative to their play. However, some of the younger children continue to use dummies when they are not needed. During these times they are not able to fully benefit from opportunities to develop their speech and language.

- The curriculum is varied and considers children's changing interests and next steps. However, at times it is less focused on those interests of the younger children. This means that activities are not always specifically planned to fully enhance younger children's learning and development.
- Parents receive information about their child's daily routines and observations of their learning. They know their child's progress and any gaps in their learning. However, the childminder does not always share ideas on how parents can extend their child's learning or next steps at home, to further support their progress. For example, when learning about dealing with feelings and expressing their emotions through positive behaviour.
- Since the previous inspection, the childminder has improved her practice. She and her assistant have attended training and have put together a training action plan moving forwards. This helps to facilitate continuous improvement in practice to support children's learning and development.
- The childminder carries out regular supervisions with her assistant to ensure they are fully aware of the requirements of the role. During these meetings, they discuss any areas for improvement that may arise. This ensures the children receive the best possible care and learning.

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:

- consider how to reduce the use of dummies when they are not needed to further enhance children's communication and language development
- continue to develop own knowledge and understanding of delivering an appropriate curriculum of activities to specifically support babies and young toddlers' development
- further enhance partnership with parents by developing effective home learning opportunities to fully support a coordinated approach to learning.

Setting details

Unique reference number	2733754
Local authority	Sefton
Inspection number	10410690
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	0 to 4
Total number of places	12
Number of children on roll	9
Date of previous inspection	8 October 2024

Information about this early years setting

The childminder registered in 2023 and lives in Maghull. She works with an assistant. She operates all year round from 7.30am to 5pm Monday to Friday except for bank holidays and family holidays. She offers funded early education for children.

Information about this inspection

Inspector

Michelle Highcock

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was 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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