

Childminder report

Inspection date: 5 September 2024

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 nurturing childminder has thought carefully about providing a friendly and welcoming environment for children. She plays familiar music and uses relaxing scents in the room as the children arrive. This creates a calm atmosphere in which children are happy and confident. The childminder knows the children and their individual needs very well. She identifies their next steps in learning and plans activities which capture their interests. As a result, children make good progress.

Children show a positive attitude to learning and behave very well. The childminder is patient and calm, speaks gently to the children, and gives simple, clear explanations. Children play co-operatively together and show high levels of respect and tolerance for others. The childminder supports and encourages children to be independent. For example, children help themselves to a drink of water and spread their choice of topping on their toast at snack time. At tidy-up time, children willingly work together to help to tidy away the toys. This demonstrates that the childminder has clear expectations of the children, which they understand and respect.

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

- Overall, the childminder supports children's communication and language development well. She talks to the children about what they are doing and models the correct use of language and vocabulary. However, strategies to support children's communication and language are not always used consistently, such as being face to face during interactions. At these times, children are not supported as effectively to develop their speaking and listening skills.
- The children enjoy joining in with familiar songs and rhymes. They sit in a circle with the childminder and wait excitedly for the next song. Children join in and laugh together as they pick up a toy mouse. They run it up the childminder's arm while singing 'Hickory Dickory Dock'. Children quiver with anticipation as they wait to jump up after pretending to be asleep when acting out the song 'Sleeping Bunnies'. These activities help to develop children's listening skills and their awareness of rhyme.
- Overall, the childminder supports children's early reading and love of books well. Children enjoy listening to stories about digging up dinosaur bones, chosen to reflect their interest. Younger children turn their heads to look at the pictures and listen to the childminder engagingly telling the story. Older children stop what they are doing and come over to listen and point at the pictures. However, children are not always able to independently access books, which limits the opportunities to further support their literacy development.
- Physical skills are developed well. Babies chuckle as they roll a toy backwards

and forwards or take wooden pieces out of a puzzle. Children are fascinated when the childminder gets out a tray covered with sand and toy dinosaurs. They have great fun as they use mini spades to dig for dinosaur bones and laugh delightedly as they uncover a bone. Children run sand through their fingers and hold tightly to the spades as they scrape away the sand. This helps to develop their hand-eye co-ordination and the muscles in their hands in preparation for early writing.

- The childminder plans lots of outings and visits with the children. They regularly attend playgroups, music sessions and benefit from forest school activities. This gives the children the opportunity to develop their social skills with a larger group of children, secure in knowing the childminder is still close at hand. The children have also enjoyed trips to the local library, museums and a zoo. These experiences help to broaden children's knowledge and develop their sense of belonging within the local community.
- Partnerships with parents are strong. Parents describe the childminder as 'amazing'. The childminder collects relevant information from parents before children start. This ensures that she has a comprehensive picture of where children are in their learning. Parents say that their children are happy and settled and look forward to their sessions at the childminder's house. Parents appreciate the discussions at the start or end of the day about their child's progress. They also report that they value the advice that the childminder is able to give about issues such as toilet training or children's diet. This helps them to follow similar routines at home.

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:

- further enhance understanding of how to support children's communication and language skills, in order to achieve the best possible outcomes for all children
- extend the range of opportunities available for children to explore books to further support them to enhance their language skills and develop a love of literacy.

Setting details

Unique reference number	2756798
Local authority	Sefton
Inspection number	10349438
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was previously registered with Ofsted and then a CMA between 2015 and 2022. They registered with Ofsted in 2023. The childminder lives in Bootle. She operates term time only from 7.30am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Sarah Gower-Jones

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 of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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