

Childminder report

Inspection date: 27 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 childminder creates a safe and secure environment in which children are settled and feel confident. She gets to know each child well. The childminder gathers a wealth of information from parents before children first start. This is used effectively to help to ensure that the needs of each child are met. Overall, the childminder has a good understanding of how children learn. She plans an ambitious curriculum that appeals to children's interests. Children happily engage with the activities on offer and make progress in their learning.

The childminder plans experiences for children to develop their communication skills. She reads stories that children can relate to. Children enjoy a story about the change in the seasons. They excitedly recall a recent trip to the park and explain that leaves fall from the trees. These activities enhance children's understanding of the natural world. Children closely follow the rules of the setting and behave well. The childminder is clear and consistent in her approach to promoting positive behaviour. She explains to children what is expected of them. This helps to develop children's understanding of good behaviour.

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

- The childminder has high expectations for all children. She plans an exciting range of opportunities to help prepare children for their eventual move to school. On occasion, the childminder does not sequence the curriculum precisely enough. For instance, some activities are pitched too high for younger children and do not build on their existing skills. At these times, children do not feel a sense of achievement and they lose motivation to engage.
- The childminder introduces mathematical language in children's play. She models the words of measurement and number, which children then use in their play. For example, the childminder explains to children that they are pouring water in the 'large', 'medium' and 'small' bowls. Children confidently count a variety of objects and are learning to recognise numbers as they play. This helps children to extend and embed their mathematical skills.
- Children develop good social skills. They enjoy trips out in the community and have frequent opportunities to socialise with other children. The childminder regularly attends playgroups and meets with other childminders. This gives children opportunities to play and take turns in larger groups. This helps to build children's confidence in a range of different social situations.
- The childminder has constructed a curriculum that supports children's interests. This is particularly evident in the outdoor area, in which there is an abundance of learning opportunities that children enjoy. For example, children pour their own paint to use at the easel, explore a range of sensory materials and have fun as they engage in games of hide and seek. These experiences help children to

be creative and imaginative. Children demonstrate they have positive attitudes to learning.

- In the main, the childminder supports children's communication and language development well. She provides a running commentary for younger children and asks questions to older children. However, there are times when the childminder asks too many questions in quick succession. Children are not always given the time to process information and respond. This does not help children to build consistently on their conversational skills.
- Children's physical skills are consistently promoted. The environment is designed well to maximise children's learning. Children enjoy a range of threading activities. They knead and roll dough and create imaginative models. These activities help children develop their hand-eye coordination and strengthen their hands in preparation for writing.
- The childminder works closely with parents. She provides ideas of activities for families to do together, such as an autumn hunt bag. The childminder informs parents of children's next steps in learning and supplies resources to help children achieve these at home. This creates a consistent approach to learning and development and helps children to make good progress.

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:

- sequence the curriculum more precisely so children consistently build on what they already know and can do
- allow children more time to respond to questions to better support their developing conversational skills.

Setting details

Unique reference number	2757359
Local authority	Sefton
Inspection number	10349494
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	12
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was previously registered with a childminder agency in 2019 before registering with Ofsted in 2023. The childminder lives in Bootle, Merseyside. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder is registered to work with an assistant.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- The childminder joined the inspector on a learning walk and discussed the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and discussed children's progress with the childminder.
- The childminder and the inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, and safeguarding documents.
- The inspector took account of feedback provided by parents.

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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