

Childminder report

Inspection date: 24 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 and her co-childminder provide a warm and caring environment in which children can confidently develop new skills. She understands that children learn best when they feel safe and secure. The childminder welcomes the children warmly with kind words and cuddles. Consequently, children settle quickly and are soon engaged in their play and learning. Daily routines are well established and give children a sense of security as they know what is happening next. The childminder helps children learn how to keep themselves safe. For example, children learn how to cross the road safely and understand the importance of washing their hands before eating.

Children behave very well. For example, they say 'thank you' to each other as they share resources. The childminder offers children gentle reminders about behaviour and an abundance of praise. As a result, children learn to take turns and to be kind to one another. The childminder supports children to understand their own and others' feelings. Children have opportunities to express their thoughts. They are confident to suggest ideas as to what they want to do next, such as playing outdoors. The childminder nurtures the children's independence from the very start. Babies learn to feed themselves. Older children help to prepare food and happily tidy away their toys. This fosters their confidence and self-esteem.

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

- The childminder is enthusiastic in her approach. She uses her assessments to accurately identify what children need to learn next. The childminder plans a curriculum to help children develop new skills and knowledge. Children demonstrate a positive approach to learning.
- Children engage in a range of exciting activities and outings that promote their learning. Visits to local farms enhance children's understanding of where fruit and vegetables come from. In addition, trips to the shops, country walks and wildlife parks enhance children's understanding of the world around them.
- The childminder helps children to develop an awareness of good health through everyday activities. They learn about the importance of getting plenty of fresh air and exercise. Good hygiene practices are consistently followed. As a result, children understand how healthy habits and routines help support their health.
- The childminder communicates well with children. She regularly introduces new language to children. For example, as children discuss the weather, the childminder introduces words such as 'strong', 'breeze' and 'gale' to describe the wind. This helps to extend children's vocabulary.
- The childminder skilfully supports children to develop their mathematical knowledge and skills as they play. Children sing about days of the week and discuss the timetable for the day ahead. This helps children understand time as

a unit of measurement. Children begin to use mathematical language correctly as they refer to first, next and last.

- The childminder and her co-childminder work together effectively. They engage in constant communication; this ensures that the needs of all children are met. The childminder keeps her mandatory training up to date. However, professional development is not precisely targeted to increase her knowledge of how to support children's emerging learning needs. There are times the planned activities do not fully consider what individual children need to learn next.
- The childminder helps to prepare children for life in modern Britain. Children learn about a range of festivals, and they try foods from other countries. The childminder teaches children about different families. This helps children learn about the similarities and differences between themselves and others.
- Parents are grateful for the level of support and guidance they receive from the childminder. They comment how the childminder has become part of their extended family. The childminder provides regular updates about the experiences that children have. Parents are provided with ideas about how to support their children's learning at home. As a result, children benefit from a consistent approach to their learning and development.

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:

- target professional development opportunities to further enhance knowledge of how to support and extend individual children's learning.

Setting details

Unique reference number	2757364
Local authority	Sefton
Inspection number	10349610
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered with a childminder agency in 2020 before registering with Ofsted in 2023. The childminder lives in Maghull, Merseyside and works with a co-childminder. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- The childminder joined the inspector on a learning walk. She talked to the inspector about 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 the 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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