

Childminder report

Inspection date: 4 October 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

Children are relaxed and settled in this childminder's home-from-home environment. They benefit from individual attention from the childminder, who knows them and their needs well. She creates a warm attachment to young children, which helps them feel happy in her care. This positively supports children's well-being.

The childminder encourages all children's curiosity through child-led play. She teaches young children to learn names of colours as they play with blocks. This supports their early mathematical development. The childminder identifies children's next steps in learning and plans activities which follow their interests. As a result, children make good progress.

The environment is well resourced and meets the interests of the children. Children select resources, which supports their independence skills. The childminder introduces new words, such as 'cheetah' and 'parrot', as they play together with toy animals. Children learn new vocabulary in this language-rich environment, which supports them on their journey to becoming good communicators.

Children's behaviour is good. They listen to the childminder during their play and respond promptly to her instructions. For example, they go and get their shoes when it is time to leave. The childminder models words such as 'please' and 'thank you'. Children are encouraged to be polite and learn good manners, which supports their personal and social development.

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

- Parents are complimentary about the service the childminder provides. They describe the childminder as 'amazing' and 'kind-hearted', and they highly recommend her. The childminder uses an instant messaging app to share information with parents about their children's day and the experiences they have engaged in. She always makes time to chat to parents. She reports on assessments, and parents are regularly updated about their child's learning. This enables them to work together to help children make the best possible progress.
- The childminder enhances her curriculum with outings into the local area. The childminder and the children visit parks, museums and art galleries together. This helps to enrich children's lives and helps them learn about the world around them. The childminder takes the children to a playgroup so that they can learn and play with other children. The children learn important skills which support their early social and emotional development.
- Children with special educational needs and/or disabilities are well supported by the childminder. The childminder identifies children who are not meeting

milestones and makes referrals to other professionals. She works alongside parents and specialists to ensure that children receive the targeted support they need. This helps children to make good progress from their starting points.

- Young children show a positive attitude to learning through high levels of concentration and enjoyment. They babble with excitement as they wash pumpkins of different colours and sizes. The childminder uses words such as 'huge' and 'gigantic' to teach early mathematical vocabulary.
- The childminder arranges many opportunities to help children learn about keeping healthy. She provides a healthy diet for the children. They help her to go shopping and to prepare home-made meals. The childminder provides opportunities for children to be physically active in her spacious garden. She encourages children to brush their teeth after breakfast and supports families to register with a dentist. Children are learning about what contributes to a healthy lifestyle.
- The childminder supports children's literacy skills well. She takes children to the library to choose books and to join in with rhyme times. The childminder provides various resources for young children, such as chalk pens to make marks. Children also become skilled at balancing bricks on top of one other. This helps children to develop their physical skills and the coordination they need for early writing.
- The childminder continues her training and professional development and has recently completed safeguarding training. However, she does not rigorously evaluate her practice to identify areas for continuous professional development. This does not help the childminder to identify professional development needs and opportunities to further enhance her skills and knowledge.

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:

- develop further ways to evaluate practice, to identify focused areas for professional development.

Setting details

Unique reference number	2759044
Local authority	Sefton
Inspection number	10349553
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was previously registered with a childminder agency between 2019 and 2023. She registered with Ofsted in 2023. The childminder lives in Bootle. She operates from 7am to 5.30pm, Monday to Friday, term time only. The childminder holds a degree in early years. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emma Ashcroft

Inspection activities

- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- Children interacted with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector held various discussions with the childminder on subjects such as her professional development.

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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