

Childminder report

Inspection date: 16 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe in this warm and homely environment. There is a wide range of resources which children independently access to suit their interests. Children become deeply engaged in their play, which supports their learning in all areas of the curriculum. Children respond positively to the gentle way in which the childminder expresses her high expectations of behaviour. They have excellent manners and show kindness towards each other. Children are sensitively supported to share resources and to resolve any disagreements. This is helping them to manage their emotions and build relationships. The childminder asks children for their opinions and encourages them to make choices. Children's views are listened to and so they are confident to ask for the things they need. For example, they ask the childminder for sticks to add to their play dough so that they can make 'lollipops'.

Due to the COVID-19 pandemic restrictions, parents no longer come into the house at drop-off and pick-up times. The childminder still takes time to talk with them and share information about how things have gone that day. Children have developed the independence to begin their learning day by leaving their parents at the door, and they settle well into the session.

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

- The childminder has developed a nurturing learning environment. She has strong bonds with the children and they openly show affection towards her. As they play, they chat together about the things that are important to the children. This helps children to understand how special and unique they are.
- An excellent array of books is available to children, including books to help children to understand the world around them. Children love to snuggle up with the childminder to look at books. They can remember repeated phrases and predict what will happen next. Children select the songs they love to sing and enjoy using finger puppets as they sing nursery rhymes. In this way, children are developing their language and listening skills.
- As the children carry out activities and daily routines, there are many good opportunities for talking together. The childminder poses appropriate questions and listens to children's ideas. This develops their language and thinking skills. However, the childminder does not always use these conversations to introduce new and interesting words in order to expand children's vocabulary.
- Children with special educational needs and/or disabilities are well supported. The childminder makes effective use of additional resources where needed. Parents report that the childminder works effectively with other professionals. This results in children making the best possible progress in their development.
- Parents value the home-from-home atmosphere created by the childminder.

They say that they are kept well informed and are listened to. Parents enjoy the way that the childminder sends regular photos and shares ideas with them. This means that they can support their child's learning at home. New children are well supported to settle into the setting, which helps them to engage in their learning from the start.

- The childminder provides experiences that support children to make progress in their learning. Activities that link to previous experiences help children to embed their learning. For example, following a zoo visit, children recreate the dinosaur world that they saw, using small-world dinosaurs in the garden. However, the childminder has not developed a sequenced plan to build on what children know and can do across all areas of learning. This means that activities do not consistently maximise children's learning.
- The childminder provides opportunities to celebrate differences between people and cultures. Outings to a local squirrel reserve, the library and other community venues are used to develop children's knowledge of the wider world. The childminder regularly meets with other childminders. This gives children the opportunity to develop their social skills in larger groups.
- Children make healthy food choices and learn about their oral health. Role-play resources and a range of books about cleaning your teeth make these messages meaningful. As they revisit their learning through play, they develop a clear understanding of what keeps them healthy.
- The childminder accesses a range of professional development opportunities. She regularly meets with her assistants to share messages from training events and keep their knowledge updated.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of what may indicate that a child is at risk of harm. She has a clear understanding of the steps to take in order to protect children and understands when and how to address concerns with parents. The childminder keeps fully updated on all areas of safeguarding. She regularly shares these updates with her assistants. The childminder carries out effective risk assessments. She puts effective measures in place to keep children safe in her home and garden. She thinks carefully about potential risks when taking children on outings.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- reflect on the way in which the curriculum is sequenced to consistently build on what children know and can do
- consider ways in which new and interesting words can be introduced to expand children's vocabulary.

Setting details

Unique reference number	310684
Local authority	Sefton
Inspection number	10128976
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	2 to 9
Total number of places	12
Number of children on roll	10
Date of previous inspection	22 June 2016

Information about this early years setting

The childminder has been operating since 1985 and lives in the Formby area of Sefton. She provides care all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 4. She regularly works with assistants.

Information about this inspection

Inspector

Dawn France

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 setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector discussed the childminder's self-evaluation.
- The inspector considered how the childminder works in partnership with parents and others.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to parents during the inspection and took account of their views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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