

Childminder report

Inspection date:

27 November 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder is very experienced and knows the children well; many have been in her care for several years. Children are happy and feel safe in this caring home-from-home environment. The quality of education is strong. Children have lots of valuable first-hand learning experiences. The childminder models language well and introduces new words as children play, to extend their vocabulary. Pre-school children talk excitedly about the things they make and the places they go to with the childminder. During the inspection, children carefully explained and showed the inspector how they had made a bird feeder by using a pine cone. Children smiled happily as they described how they squished the lard in their hands and squashed it into the pine cone, saying, 'We made them with the lard, the seeds and the string.' Children are eager to talk about the birds they have seen in the childminder's garden. They spontaneously use the visual prompts displayed by the childminder to practise their counting skills as they check how many birds they have seen. Prompted by their own pictures, they recall the nature walks they have been on and talk knowledgeably about the things they have seen.

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

- Children enjoy an excellent range of activities and experiences that help them to make good progress in their learning and development. The childminder uses a topic-based, seasonal approach to help her plan activities. She uses her sound knowledge of children's interests and their current capabilities in order to provide individual support that builds on their previous learning. Children are eager to learn and are developing the skills and attitudes that will support their future learning in school.
- Parents are very complimentary about the care offered by the childminder. They particularly appreciate the regular updates about their child's progress. The childminder knows the children and their families well and is mindful of children's time and routines outside her care. For example, she asks children about special events and celebrations they have attended. She also encourages children to talk about things that matter to them and shows a genuine interest in what children have to say. Children have good opportunities to explore and learn about the community in which they live and beyond. This helps children to develop their understanding of the lives of others and strengthens their appreciation of diversity.
- The childminder is a positive role model. Expected behaviours are clearly explained and children are learning to regulate their own behaviour. They value friendships with other children and happily take turns and share resources. The childminder offers high levels of praise and encouragement, which motivate children to keep trying, for example when reading a story out loud.
- Children listen attentively to stories. They enthusiastically finish the sentence

when the childminder pauses while reading familiar and much-loved stories. Children confidently retell stories and understand that print carries meaning. Children are beginning to recognise and attempt to write the letters in their name. However, the childminder does not consistently provide enough opportunities for children to develop the small-muscle control they need to be able to form recognisable letters. The childminder is keen to develop her understanding of how children learn, to help her improve the quality of education. However, training to enhance the quality of education has been limited.

- Children benefit from lots of opportunities to develop their health and well-being. They routinely enjoy outdoor activities, which encourage them to be physically active. For example, they enjoy nature walks, trips to the park, pumpkin picking, visits to the farm and trips to the squirrel reserve. During snack times, children are encouraged to make healthy choices about what they eat. They show good physical control and coordination as they pour water from a jug.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very secure and up-to-date knowledge of her role and responsibilities regarding child protection. She completes regular training and continually updates her knowledge of local procedures by reading newsletters and short briefings from her local safeguarding partnership. The childminder explains how recent training, based on real cases, has highlighted the importance of being vigilant and sharing information with the appropriate authorities without delay. She continually provides explanations to help raise children's awareness of risks and how they can keep themselves safe, for example when walking to and from school.

What does the setting need to do to improve?

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

- provide further opportunities for children to develop their hand muscles and finger control in preparation for early writing
- extend the programme of professional development to help raise the quality of education to the highest level.

Setting details

Unique reference number	310697
Local authority	Sefton
Inspection number	10127855
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 March 2015

Information about this early years setting

The childminder registered in 1993. She lives in the Aintree area of Liverpool. She operates her service all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Vickie Halliwell

Inspection activities

- A learning walk was completed with the childminder to understand how space is organised and used by the children.
- The inspector observed children's activities and their interactions with the childminder.
- The views of children and their parents were considered by the inspector during the inspection.
- The inspector looked at a range of documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019