

# Childminder report

---

Inspection date: 6 August 2024

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy and well cared for by the experienced childminder, who provides a welcoming home. They form secure attachments with the childminder and thoroughly enjoy their time in her care. One child declared, 'She is the best childminder in the world.'

As children chat about their holidays, the childminder uses this as an opportunity to extend their learning. For example, she introduces a map so that children can find places they have visited, which helps them to learn about the world. The childminder also takes the children on regular visits to the woods, beach and parks, to help widen their experiences. She shares her wealth of knowledge of seasons, wildlife and flowers with children. This helps to further enhance children's awareness of the wider world. Children also learn interesting words, such as 'plantation'.

Children demonstrate positive attitudes to learning. For example, they concentrate intently as they cut out and colour bracelets. Children show impressive levels of independence as they help to make their own fruit kebabs for snack. They also develop hand-to-eye coordination skills as they carefully and competently use tools. Children behave well because the childminder has high expectations. She politely reminds them of the rules in her home. This helps children to develop a sense of right and wrong. Children thrive as they follow daily routines that are embedded by the childminder. This also gives children confidence and helps them to feel secure.

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

- The childminder's curriculum is well planned and sequenced to help children learn skills for their future learning. Younger children are beginning to make marks that resemble the letters in their name. They also use scissors with increasing control. These new skills prepare children well for the next stage of their education.
- The childminder is aware of gaps in children's experiences since the COVID-19 pandemic began. She helps to close gaps by taking children to a playgroup to mix with other children. As a result, children make new friends and their social and emotional development flourishes.
- The childminder helps children to feel secure because they know what to expect in her home. For example, children take off their shoes and hang up their belongings when they arrive. This routine supports their developing independence and gives them a sense of security.
- Children develop lots of confidence and become inquisitive learners. They listen intently, ask questions and respond positively to adults and each other. Children's behaviour and attitudes to learning are good.

- The childminder works hard to develop very good parent partnerships. She uses an instant messaging app to share photos and relevant information with parents. Parents are kept updated on their children's learning. The childminder also shares ideas with parents to promote their children's early reading skills through shared storybooks. Parents' comments regarding the care and education that their children receive are overwhelmingly positive. They praise the childminder for being 'truly fantastic'.
- Children learn about the importance of brushing their teeth and how to do this properly. The childminder skilfully introduces new vocabulary, such as 'plaque' and 'cavities'. As a result, children learn new words in the correct context. Children are encouraged to drink fresh water. This helps them to understand the importance of a healthy lifestyle.
- Laughter fills the garden as the children chase each other while playing the 'big, bad wolf'. They run, climb, slide and develop balancing skills as they ride bikes. Children are very well supported as they develop their physical skills.
- Children benefit from frequent visits in the local community. They visit the library to share stories and join in rhyme time sessions, which support their early literacy skills.
- On occasions, the childminder does not always organise activities to make the most of all learning opportunities. For example, during story time, the childminder does not recognise that some children are disengaged and she continues to read the story. As a result, children lose interest and do not benefit from her intended learning.
- The childminder is passionate about continuing her training and professional development. This helps her to continually improve the quality of care and education she provides for children. The childminder has recently completed training to support children with special educational needs and/or disabilities. As a result, she is more aware of how to meet the needs of children with autism.

## 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:**

- organise activities to help maximise children's learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 310711                                                                            |
| <b>Local authority</b>                             | Sefton                                                                            |
| <b>Inspection number</b>                           | 10350857                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 12                                                                                |
| <b>Date of previous inspection</b>                 | 6 September 2018                                                                  |

## Information about this early years setting

The childminder registered in 1994 and lives in Southport, Merseyside. She operates her childminding provision all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Emma Ashcroft

### 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 spoke to parents during the inspection and took account of their views.
- Children interacted with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Children spoke to the inspector about what they enjoy doing while with the childminder.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024