

Childminder report

Inspection date: 18 February 2020

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

The provision is good

The childminder places a strong focus on helping children to feel included as a part of her family. Children show that they are happy and that they feel safe and secure in the childminder's home. They behave well and are polite to each other. All children, including those who are new, settle well and develop strong bonds with the childminder. Parents are happy about the care their children receive. They consistently say that their children settle well and enjoy the outdoor experiences on offer. Children enjoy daily activities outside in the childminder's safe and secure garden. They run around, take turns on the slide, crawl through tunnels and hide in a pop-up tent. They show good physical skills for their ages and have plenty of fun as they enjoy the fresh air and exercise. Even the youngest children develop high levels of confidence in their abilities. They challenge their own physical skills and show a 'can-do' attitude to physical play. Younger children overcome minor setbacks with the support of the childminder, who is close by to supervise. The childminder helps them to take age-appropriate risks. Younger children are proud as they balance on the tyres, like their older peers. The childminder takes children on plenty of outings in the community where children learn about the wider world. For instance, children enjoy visiting the pine woods and the beach. They are in awe when they see red squirrels in the trees and the waves splashing onto the beach.

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

- The childminder works well in partnership with parents. She gives them ideas to help them to continue children's learning at home. For instance, the childminder shares books with parents to read to their child at home. Children develop a fondness for reading and show good literacy skills. The childminder encourages parents to report back to her on what their children learn and can do at home. This helps her to complete accurate and up-to-date assessments of children's ongoing development. All children develop the skills they need for future learning. This includes those who are in receipt of additional funding.
- Overall, the childminder creates a curriculum that supports all aspects of children's learning. She engages children in a variety of activities that captivate their interests. Children are curious and inquisitive. For example, they explore baskets filled with objects made from natural materials, such as wood, metal and fabric. Children ask the childminder what the objects are. They repeat words such as 'stone' and 'spoon'. However, at times, the childminder does not provide greater levels of challenge to extend children's good thinking skills to an even higher level.
- The childminder supports children's confidence in social situations well. For example, she takes them to playgroups where children interact well with other children of a similar age. The childminder celebrates children's unique characteristics. For instance, she supports children who are bilingual. She uses

words in their home languages as well as speaking English. Children develop an awareness of the similarities and differences between themselves and others.

- Children follow their individual interests well, and the childminder encourages them to make choices throughout the day. They enjoy helping the childminder to tidy away resources and to clean the table ready for snack time. Children practise their early self-care skills. For instance, they use the toilet by themselves and wash their hands afterwards. Children attempt to fasten their coats as they get ready for outdoor play. They are becoming increasingly independent.
- The childminder consistently says 'please' and 'thank you' when she communicates with children and is a good role model. She offers plenty of praise and encouragement as children play. Children learn to share and take turns with the toys. The childminder gives them rewards, such as stickers, when they do kind acts. This helps to promote children's positive behaviour and helps them to feel proud of their achievements.
- Overall, the childminder interacts well with children. She sits with them and reads their favourite stories, pausing at appropriate times to encourage them to join in with missing words. The childminder supervises children well in their free play. However, occasionally, she does not use enough opportunities to model language, such as providing a narrative. This does not fully support younger children to relate actions to words, to help them to build on their early vocabulary even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues, including wider safeguarding concerns. She is aware of the signs and symptoms which may indicate that a child is at risk of harm. The childminder knows who to contact if she has concerns about a child's safety or welfare. She keeps up to date with any safeguarding changes and updates her policies and procedures accordingly. The childminder teaches children how to stay safe. For example, she encourages them to tidy away between activities to help to prevent trip hazards. She reminds children to walk indoors and not run, so that they do not fall over.

What does the setting need to do to improve?

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

- offer greater levels of challenge to help to extend children's good thinking skills further
- use more opportunities to model language to help to build on younger children's early vocabulary further.

Setting details

Unique reference number	310715
Local authority	Sefton
Inspection number	10072824
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 May 2016

Information about this early years setting

The childminder registered in 1994 and lives in Maghull, Merseyside. She operates all year round, from 8am to 5pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 5. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The childminder discussed with the inspector how she designs and organises the curriculum for the children in her care.
- The inspector and the childminder completed a joint observation together.
- Children and the childminder spoke to the inspector at appropriate times during the inspection.
- Parents' views were considered by the inspector through written feedback that some parents had provided.
- The inspector checked evidence of the childminder's suitability and her qualifications.

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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