

Childminder report

Inspection date: 10 March 2025

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 creates a welcoming home-from-home environment where children feel very safe and secure. She develops strong nurturing bonds with the children she cares for. She has high expectations of the children and sets clear boundaries for them. For example, she explains to children the importance of being kind and caring to one another. The childminder promotes positive attitudes to learning by creating an encouraging and supportive environment. She consistently praises effort and achievements and encourages children to test out their own ideas. This motivates children to explore new challenges and persist in their learning. Children behave very well and reflect her positive attitude in their play.

The childminder develops strong settling-in procedures. She gathers lots of information about the children before they start. This helps her meet the individual needs of the children from the outset. The childminder makes accurate ongoing assessments of the children. She plans sequenced learning that builds on what they already know and can do. Furthermore, she prepares children for their transition to school well. She teaches them a range of skills and, when the time comes, shares relevant information with receiving teachers. This supports all children, including those with special educational needs and/or disabilities, to make a smooth move to school and start with confidence.

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

- The childminder creates an effective curriculum to enhance children's personal, social and emotional skills. Children show a strong sense of belonging. The childminder helps children to develop their social skills effectively. She is a good role model. She demonstrates sharing, taking turns and being polite. Children play together and share, talking about how they need to be kind to their friends. This helps children to understand how to work together and care for others.
- The curriculum for communication and language is a strength. The childminder repeats what the children say, models the correct pronunciation, sings and shares stories. She positions herself well, makes good eye contact and uses gestures and language to engage all children. Older children are inquisitive and want to know more. The childminder responds to their questions with clarity to help them understand. Children's communication and language are well supported.
- The childminder encourages children to recognise shapes and sizes as they cut paper to create flags and uses mathematical language to describe them such as 'large' and 'circular'. Furthermore, children learn to count and recognise numbers. Children are developing an early understanding of mathematics.
- Children learn about similarities and differences that make them unique through a range of books and resources. For example, children enjoy stories about

different cultures, such as Diwali. In addition, they learn about other living things. For example, when children discover a bee, the childminder encourages them to think about other insects that make a 'buzzing' sound. Older children confidently recall that wasps make a buzzing sound, and they both can sting. Children learn about the world around them, preparing them for life in modern Britain.

- Children have many opportunities to spend time outdoors and be physically active. They demonstrate high levels of concentration as they develop their small muscles. They use small spades and trowels to explore the sand and build sandcastles. Children enjoy activities where they can raise their heart rate and develop their large muscles. For example, children enjoy running around and climbing the steps to go down the slide. Children are making good progress in their physical development.
- Parents highly recommend the childminder. They comment on how well supported they feel and that she is part of their family. Parents talk about the information that is shared with them. They feel well informed about their children's development and how they can support their learning at home.
- The childminder accurately evaluates her setting and the service she provides. She uses questionnaires to gather feedback from parents. The feedback she receives informs her plans for improvement. She also evaluates her own practice and seeks out professional development to raise the quality of her service further.
- Overall, children develop an awareness of healthy lifestyle habits. They learn how to keep their teeth healthy and benefit from healthy and balanced meals. Furthermore, children know to wash their hands after using the toilet and before mealtimes. However, on occasion, children are not encouraged to wash their hands after wiping their noses. Therefore, children are not consistently encouraged to follow good hygiene practices.

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:

- help children follow good hygiene routines, particularly in relation to hand hygiene, and help them make links between good hygiene and good health.

Setting details

Unique reference number	313061
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10375778
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 9
Total number of places	12
Number of children on roll	24
Date of previous inspection	2 May 2019

Information about this early years setting

The childminder registered in 2000 and lives in Whiston, Merseyside. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with another childminder. She offers the government funded places for childcare.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- Parents and other professionals shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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