

Childminder report

Inspection date: 12 January 2023

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

Children are happy in this warm and welcoming setting. The childminder has an innate understanding of the children's interests and needs. She uses this information effectively to plan an ambitious, fun-filled range of learning experiences. This enables children to make good progress in all areas of their development. Children are actively involved in their play and learning. They are confident to put forward ideas on how to extend activities. For example, they ask for the paint to draw the snow and ice in the heavy-duty plastic tray. Children's emotional well-being is high, and they show that they feel safe. For example, children are confident to talk to the inspector and involve her in their play.

Children are well behaved and use their manners well. They learn to share resources with friends and take turns. Children develop confidence as they explore new activities with enthusiasm. Children develop a love of books. They enjoy curling up in the book corner with a favourite story and are keen to share stories with their friends. The childminder nurtures the children's independence from a very young age. This fosters their confidence and self-esteem. Children show determination as they spend time solving problems. They are also confident to seek additional support when needed. For example, when trying to release the ice from its mould, the children are confident to ask for additional support.

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

- Children are lively, inquisitive and eager to learn. They talk happily about what they are doing and encourage others to join in with them. This is because the childminder plans an exciting range of activities that she skilfully extends to maintain the children's interest. Children eagerly explore the blocks of ice and try to guess what is hidden inside. They move on to explore the pretend snow and decide to paint the snow. Children giggle with delight as they explore all the different elements.
- Children enjoy a range of healthy, nutritious snacks and meals. They also learn the importance of good health and hygiene through everyday activities. For example, the childminder demonstrates to them how to wash their hands properly. The childminder is sensitive at nappy changing times, asking the children if she can change their nappy. This demonstrates that the childminder respects the children and adheres to their wishes.
- Children become adept at using a range of tools and resources. They concentrate intently as they squeeze the top of the droplet to suck up the paint and deposit it on the pretend snow. Children use writing materials, such as chalks, to make marks, and they are beginning to recognise what the marks represent. These activities help children to develop the muscles and hand control that they need for future writing.

- The childminder is skilled at asking questions that promote children's critical thinking and problem-solving skills. For example, she asks questions such as, 'what is happening to the ice?' She regularly introduces new vocabulary to the children, such as 'melting', 'delicious' and 'sparkling'. This helps children to learn new and exciting words. However, on occasion, she does not always model the correct words, such as saying 'doggy' instead of 'dog.' This does not fully support children's speaking skills
- Children develop an awareness of mathematical language, such as top, middle, and bottom to describe the placement of cars in the garage. The childminder uses counting songs well to introduce children to numbers. Children begin to recognise numbers in the environment and to count. However, children have limited opportunities to identify basic shapes, and this does not fully enhance their early mathematical development.
- Children play well alongside their friends. They learn to share, take turns and learn words to say how they feel. For example, they let the childminder know that they are thirsty. Children feel safe because they know the flow of the day and what is happening next.
- The childminder forms positive relationships with parents. She works closely with them to support their children and carefully implements any changes to their routines. For example, the childminder and parents work together on potty training. Parents' comments are positive, and they say that their children are progressing well and come home happily chattering about their day

Safeguarding

The arrangements for safeguarding are effective.

Risk assessment strategies are effective. The childminder helps children to learn how to keep themselves safe. For example, children learn how to use resources safely, such as using a knife to cut their grapes in half. The childminder has a sound understanding of her role and responsibilities regarding safeguarding. She is aware of the potential signs that may indicate that a child is being abused. She knows the importance of keeping detailed records and sharing her concerns with the relevant professionals.

What does the setting need to do to improve?

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

- provide opportunities for children to learn about and identify basic shapes
- model words correctly to support children's speaking skills.

Setting details

Unique reference number	313064
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10263772
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 7
Total number of places	12
Number of children on roll	10
Date of previous inspection	11 May 2017

Information about this early years setting

The childminder registered in 2001 and lives in the Prescot, Knowsley. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Chris Scully

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and inspector discussed how the childminder organises the early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke with the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector spoke with several parents, to gather their views of the setting.
- A joint evaluation was carried out with the childminder.
- The childminder provided a sample of key documentation on request, such as her first-aid certificate.

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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