

Childminder report

Inspection date: 6 June 2024

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

The provision is good

The kind and experienced childminder has high aspirations for all the children in her care. The strong bonds she builds with children help them to feel safe, secure and confident. For example, children giggle happily as they make up funny stories. They are eager to spend time with the childminder. The childminder plans her curriculum carefully to support children's learning. For example, children make a rectangle from sticks. The childminder asks them to count the corners. She supports them as they consider which sides of the rectangle are the longest. Children make good progress.

Children have a tremendous time developing their physical skills. They practise balancing on one leg like a flamingo. They run, jump, climb and slide outdoors. The childminder talks to children about building strong muscles. She knows the importance of children developing healthy lifestyles to support their general well-being. The childminder is consistent in supporting children's behaviour. She models positive attitudes to learning. Children understand good behaviours and behaviours that are not wanted. They share and take turns. Children show good manners, saying 'please' and 'thank you' to adults and each other.

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

- The childminder is committed to improving outcomes for children. For example, she has set up opportunities for childminders to share good practice and use professional discussions to support ongoing learning. This has helped her to adapt her curriculum, for example, to improve the teaching of early mathematics.
- The childminder has a clear vision to support children in meeting and exceeding their developmental expectations. For example, she assesses children's current abilities using observation and discussion with parents. This helps her to plan learning opportunities that support children to build on their current knowledge and skills. As a result, children make good progress in all areas.
- Partnerships are good. The childminder knows that children learn best when learning is consistent. She works in close partnership with parents. For example, the childminder discusses children's next steps with parents. She offers resources and ideas to help children continue their learning at home. Children benefit from consistent learning experiences.
- The childminder helps children to recognise and discuss emotions. For example, during a story session, children talk about a character being sad. The childminder discusses different emotions and behaviours. Children learn to express themselves and consider how their behaviour might make others feel.
- Children generally engage well in learning. They are delighted as they follow a recipe for 'stick tea'. Children count out flowers, pebbles and scoops of sand.

They follow a sequence of instructions, and they practise their counting skills. However, the childminder does not consistently consider when to support younger and less-confident children, to help them to engage in activities.

- The childminder helps children to think and experiment. For example, she uses good questions, such as 'what is your plan?' and 'how could you fix it?' as children build. They persevere as they work out the best way to tie sticks together. Children learn to problem-solve as they test out ideas. They show a positive attitude to learning.
- The childminder wants children to be independent. She encourages them to complete tasks, such as putting on their own coats and shoes. The childminder supports children with good questions. For example, she asks children to think about what they would wear on their head on a sunny day. Children learn to consider ways to look after themselves. They become increasingly able to complete self-care tasks.
- Children's hygiene routines are good. They know to wash their hands after playing outside and before eating. Children explain that this removes germs that could make them poorly. The childminder builds on children's knowledge of good health.
- Children develop a love of reading. The childminder reads stories well and children are enthralled. She supports children to discuss what is happening on each page and helps them to consider what might happen next. Children know phrases in familiar stories and enjoy repeating these with the childminder. They develop recall skills that will help them when they learn to read.
- The childminder uses her curriculum to help children learn about nature. For example, children watch bees as they fly in and out of flowers. The childminder explains that they are collecting pollen. Children are interested to learn about bees making honey. The childminder teaches children to understand the world around them.

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:

- support younger and less-confident children to engage more consistently in purposeful learning.

Setting details

Unique reference number	322139
Local authority	Liverpool
Inspection number	10335598
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 June 2018

Information about this early years setting

The childminder registered in 1996 and lives in Liverpool, Merseyside. She holds an appropriate childcare qualification at level 6. The childminder operates her provision from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynn Richards

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 childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector.
- 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 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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