

Childminder report

Inspection date: 24 January 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	Good
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What is it like to attend this early years setting?

The provision is good

The enthusiastic childminder creates a warm and welcoming environment in which children play and learn. Children develop warm and trusting bonds with the childminder. They welcome visitors with the help of her reassurance and guidance. The childminder is always on hand to offer her support when required, providing an abundance of praise and cuddles. This helps to build children's confidence and sense of security. Children demonstrate that they feel happy, safe and secure in the care of the childminder.

The childminder understands how children learn and develop. She carefully plans the individual next steps children need to take to make continued good progress. The well-sequenced curriculum contributes to children developing the knowledge and skills they need for the next stage in their learning. The childminder recognises the importance of children developing good communication skills. She talks to children as they play, describing what they are doing and introducing new words. Children are beginning to use more complex vocabulary in their conversations. For example, young children describe 'decorating' their model car and use words such as 'funnel' to describe the features of a steam train.

Children understand the childminder's high expectations of them. They are mindful of each other's feelings. Children behave well with the childminder. She reinforces positive behaviour and offers gentle reminders to help children understand the impact of their behaviour on others. This contributes to a lovely harmonious atmosphere.

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

- The childminder plans a wide range of exciting opportunities based on her knowledge of what children need to learn next and their developing interests. For example, after a child's recent trip to the dentist, the childminder reads stories that encourage children to recall their experiences. Children remember sitting in the dentist's chair and discussing the importance of brushing their teeth. Children engage in meaningful conversations that help to extend their communication skills. They recall their own experiences with enthusiasm.
- Children are enthusiastic learners. They make choices about what they would like to play with and play well together, sharing and taking turns. On the whole, the childminder supports children's play and learning effectively. That said, at times, the childminder does not give children time to think and try out their ideas when faced with a problem. In her eagerness, she offers her support too quickly. On these occasions, children are not supported to develop their critical thinking skills fully.
- The childminder carefully monitors the progress that children make. She

identifies when children may need a little extra help. The childminder provides the support that each child may need in order to make good progress. The childminder understands the importance of working in partnership with other agencies involved in children's care and learning. This helps to ensure a consistent approach to children's learning and development.

- The childminder provides activities that children may otherwise not experience. Children enjoy a wide range of trips in the local community. For example, they attend playgroups, visit the library and participate in local toddler dance classes. This supports children to develop their social skills and understanding of the wider world beyond the setting.
- Parental partnerships are effective. Parents are grateful for the professional advice the childminder provides on topics such as toilet training and the use of dummies. Effective communication helps to keep parents well informed about their child's day with the childminder. The childminder regularly updates parents about their child's progress. She makes suggestions about how parents can contribute to their child's learning at home. Parents praise the childminder's communication and value the support she offers to their children and family as a whole.
- The childminder regularly reflects on the effectiveness of her provision and identifies aspects of her practice she would like to develop in the future. She seeks the views of parents when considering future changes. The childminder undertakes all mandatory training to ensure that essential knowledge is updated. However, the childminder does not precisely identify further professional development opportunities in order to enhance her skills to the highest level.

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:

- consistently give children time to think and test out their ideas in order to develop their problem-solving and critical thinking skills to the fullest
- precisely identify further professional development opportunities in order to enhance knowledge and skills further.

Setting details

Unique reference number	322156
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10305053
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 February 2018

Information about this early years setting

The childminder registered in 1995 and lives in Liverpool. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- This was the first routine inspection the childminder had 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 the evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents provided written feedback on their views about the childminder, which the inspector reviewed.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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