

Childminder report

Inspection date: 29 May 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

The childminder has exceptionally strong bonds with children who feel safe and secure in her care. She provides a fun, home-learning environment in which children's resilience and confidence can bloom. The childminder helps children learn about expectations and rules. Children help tidy up toys and know to wash their hands before meals. They are independent learners who happily follow their interests and play independently. They also eagerly join activities that are planned by the childminder. This supports a broad and balanced learning experience. Children behave well and display positive attitudes towards their play and learning. The childminder supports children to develop their independence for their move on to school. Children gain an abundance of skills that will benefit them in the next stages of their education.

The childminder enhances children's learning through real-life learning opportunities. Children participate in an exciting range of outings and visits in the local community. The childminder promotes confidence and social skills as children mix with others at toddler groups. Their emerging literacy skills are supported during regular story sessions in exciting locations, such as listening to a book about a bear in a cave. These experiences bring learning to life. The childminder supports children's physical development and, overall, well-being exceptionally well. Children learn strategies to help them deal with stressful situations. They also have daily opportunities to run, climb and play in nearby open spaces. Children enjoy being and learning outdoors.

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

- The childminder plans the curriculum, focusing on children's individual next steps in learning. She uses her observations to inform assessments of what children know and can do and to identify the skills and knowledge they need to develop. The curriculum helps children to learn new skills ready for their eventual move to school.
- The childminder has designed an exceptionally strong curriculum to develop children's personal and social skills. She prioritises providing meaningful learning. In the role-play area, 'customers' receive actual food and delight as they count out real money to pay with. Visits to cathedrals, museums and restaurants strengthen the curriculum as children develop a clear sense of belonging in the city in which they live. Children develop respectful attitudes and are extremely confident in a range of social situations.
- The childminder teaches children how to behave well. She uses strategies to help children to regulate their emotions. For instance, children learn breathing exercises to use if they feel overwhelmed. Routines are clear, and children thrive in the familiarity. Children benefit from an abundance of praise and support. This

helps children behave well and creates a calm learning environment.

- The childminder talks to children as they play, offering new vocabulary, and encourages children to use new words in their play. Children point out 'robins' and 'daffodils' on photos taken on outings. However, there are times that the childminder asks a lot of questions in quick succession. Children do not always have enough time to process the question and formulate a response. This does not consistently support the development of children's conversational skills.
- The childminder promotes children's good health well. Children have an array of opportunities to be physically active in the outdoors, including walks in the local area, exploring nature trails and observing animals in an urban farm. Children learn about the local area as they explore the different landscapes. They also plant, grow and harvest fruit and vegetables, which they eventually use in healthy recipes. Children learn first hand how to lead healthy lifestyles.
- The childminder is determined to help children develop a love of reading. She provides a wide range of high-quality books for children to access. Children learn to handle the books with respect. They read books that reflect a diverse range of families that exist in society. They enjoy a book about a penguin with two dads. The childminder sensitively discusses differences and similarities. This approach helps to prepare children for a life in modern Britain.
- Parents welcome the regular communication the childminder provides about their child's experiences. The childminder's advice and guidance on a range of topics, such as toilet training and sleep routines, are welcomed. The childminder shares ideas of things parents can do at home to help support their child's learning. This helps to promote a consistent approach to children's learning and development.

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:

- enhance strategies to support the development of children's communication and language skills.

Setting details

Unique reference number	503898
Local authority	Liverpool
Inspection number	10388587
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	2 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 July 2019

Information about this early years setting

The childminder registered in 1998 and lives in the Aigburth area of Liverpool. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector completed a joint observation of an activity.
- Children spoke, and communicated with, the inspector during the inspection.
- The inspector received written feedback from several parents during the inspection and took account of their views

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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