

Childminder report

Inspection date:

16 May 2025

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision requires improvement

Weaknesses in the safe and effective leadership and management of the setting have resulted in the childminder's failure to maintain the required public liability insurance for several years. When this was identified by the inspector at inspection, the childminder immediately took action to address this.

Children are cared for in a home-from-home environment. The childminder shows high levels of love and care for the children, treating them like 'one of the family'. This enhances children's confidence and self-esteem and helps them to settle quickly. She is sensitive to the children's individual needs, and allows them the time to explore and return to activities as they choose. This gives them the opportunity to revisit prior learning and practise and develop their skills. Children benefit from opportunities to take part in outings and visits to places in the local area. They go on the train to visit the museum, or take a ferry trip on the river. Trips to the farm help children to learn about animals, particularly what they eat, and how to care for them.

Children have good routines and boundaries, which help them to know what is coming next. They develop manners and polite behaviours, and learn social skills through their interactions with each other. Children explore a range of healthy meals and snacks. The childminder understands the children's likes and dislikes, and tries different meals to encourage them to try new things.

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

- The childminder has a paediatric first-aid certificate and other documentation as required. She keeps details of children and their parents, and a record of attendance. However, the childminder has not maintained a robust oversight of all the requirements of registration. This has resulted in a breach of requirements due to a failure to maintain the appropriate insurance.
- The childminder uses developmental milestones to help her to assess children and identify where there are gaps in their learning. She is able to use her knowledge of the children to plan activities to help them to progress towards the next steps in their learning. As such, children make good progress.
- Children can independently choose from a range of resources, and the childminder supports their interest in providing things for them to explore. However, the intent of adult-led activities is not always clear. As such, children do not always build on what they know and can do.
- The childminder encourages children to do things for themselves. She promotes dressing and putting on their own coats and shoes, and washing their own hands. She encourages children to feed themselves at snack and mealtimes, and make choices about their learning. This helps children to develop independence.

- The childminder is very receptive to children's verbal and non-verbal cues and gestures. The promotion of communication and language is a strength. She offers a narrative to children's play. However, the childminder does not always provide opportunities for children to respond to questions. This means that children do not always have opportunities to practise their developing vocabulary through conversation.
- The childminder works closely with parents to build up a strong relationship with them and their children. She understands their individual needs, and where she needs to differentiate her practice to help meet their needs. This helps to navigate important conversations about children's development, and identify their development and starting points on entry. The childminder sensitively responds to children's needs and ensures they receive individualised care that helps to move their learning forwards. This helps children to feel secure and cared for.
- Parents feel supported with their children's development. They receive regular communication and feedback on their children's learning and development, and know their next steps. Any gaps in learning are quickly identified, and interventions put in place to support children to make progress.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure appropriate public liability insurance is maintained annually and the certificate is readily available for inspection.	23/05/2025

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

- focus curriculum intent for adult-led activities, to ensure children can build on what they already know and can do
- allow children more time to respond to questions to help improve their communication and language skills.

Setting details

Unique reference number	960287
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10380829
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 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 June 2019

Information about this early years setting

The childminder registered in 2001 and lives in Knowsley. She operates all year round, from 8am to 5.30pm, on a Tuesday, Wednesday and Friday, except for Christmas and family holidays. The childminder offers free early education entitlement.

Information about this inspection

Inspector

Michelle Highcock

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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