

# Childminder report

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Inspection date: 6 October 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive in the nurturing care of this childminder, and they chat and laugh as they eagerly explore the environment together. Children are completely engaged and enthralled by the curriculum on offer. The passionate childminder shows strong commitment to every child. She has immensely high expectations for all children. Children grasp every opportunity to learn. They consistently demonstrate their impressive skills. For example, children who recently struggled with physical skills now climb trees confidently because of the unwavering support and encouragement the childminder offers. Children are emotionally intelligent. They enjoy activities that help them to learn about their feelings, such as songs and stories. Children understand the emotions felt by themselves and others.

The childminder is extremely proud of the children. She shows delight when children master a new skill. As a result, children are respectful and have an infectious desire to explore and discover. They are motivated and curious learners. The childminder recognises that children have experienced fewer opportunities outside of the home due to the COVID-19 pandemic. She has ensured that children are supported to develop their confidence and social skills. She has established a supportive and nurturing relationship with all children. Children show confidence and express their choices effectively. Children show that they feel valued and secure with the childminder.

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

- The childminder has a desire for every child to achieve their very best. She has created a curriculum that is challenging and engaging for all children. The childminder takes responsibility for children's learning and adapts the curriculum to fit each child's unique needs. Her passion and commitment truly benefit every child. This approach ensures all children make good progress.
- Children's communication and language development is a key focus of the childminder. Interactions are high quality. The childminder consistently models correct language. She asks children thought-provoking questions that help children to think and work collaboratively. For example, while in the garden, the childminder stops and asks, 'Where is the frog?' Children eagerly find magnifying glasses and binoculars to look for wildlife and bugs. They are eager to learn about nature as they explore the environment.
- The curriculum for physical development is strong. Children show great strength and coordination as they safely run and climb in the garden. Children develop their coordination and strength in their hands as they build with blocks and twist and position tubes to wheel cars down. These activities help children develop their dexterity in their play. This supports children to be well prepared for the next stage of their learning.

- The support that children with special educational needs and/or disabilities receive is excellent. The childminder is extremely passionate about her role. She takes every opportunity to develop her knowledge. Other agencies are consulted and interventions are quickly implemented. For example, the childminder has implemented sign language and picture representation to help all children communicate their needs. All parents are given support to help children learn at home. This helps children to make really good progress from their starting points.
- The childminder works closely with a network of local childminders. Together, they attend groups and enjoy outings. These experiences help children to develop their social skills and self-confidence. The childminder has undertaken all of the statutory training required. However, professional development is not yet focused on how to extend her knowledge or enhance her already good teaching skills even further.
- Children feel secure in the childminder's home. Their family photos are proudly displayed within the childminder's home. These generate conversations as children excitedly recognise themselves and their friends. Children learn about the local area as they visit libraries, nature trails and parks. They learn a lot about different cultures. They learn about festivals from different world cultures. Children know they are unique and feel a sense of belonging. They are very well prepared for life in modern Britain.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. She fully understands the procedures to follow, and the appropriate agencies to contact, should there be any concerns about a child's safety or well-being. The childminder completes comprehensive training to support her role as designated safeguarding lead and ensures that her knowledge is up to date. The childminder's house and garden are extremely well organised and are a safe environment in which children can play and explore. The childminder completes daily safety checks of the environment, which helps to keep children safe.

## What does the setting need to do to improve?

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

- enhance the programme of continuous professional development to raise the quality of the provision to the highest level.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY101312                                                                          |
| <b>Local authority</b>                             | Knowsley Metropolitan Borough Council                                             |
| <b>Inspection number</b>                           | 10234609                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 29 November 2016                                                                  |

## Information about this early years setting

The childminder registered in 2002. She lives in the Prescot area of Knowsley. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Deborah Magee

### 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 spoke to the inspector about the intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors.
- Parents and children shared their views of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that it is safe and suitable.

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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