

Childminder report

Inspection date: 5 September 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 childminder is warm, caring and attentive to children's needs. Children thoroughly enjoy their time in the company of this nurturing childminder, and they happily approach her for cuddles and reassurance. Children develop strong bonds with the childminder, who prioritises their emotional well-being. The childminder offers lots of encouragement to children as they play. This helps to bolster children's self-esteem and confidence. The childminder supports children to be independent and develop a resilient attitude. For example, toddlers are happy to persevere as they turn on the garden hose and fill a water tray. A wide range of resources are available for children to choose from. The childminder encourages children to communicate kindly with others, use manners and ask if they can have a turn next.

The childminder has a wealth of experience and knowledge of child development. She knows what children need to learn or practise and helps them to progress quickly to the next level. Because she knows the children well, she provides a range of experiences built around their interests. The childminder risk assesses the activities and experiences she provides with all children in mind. For example, she knows which children are very excitable on public transport trips such as the train or bus. This means that all children make good choices and can access what they need for their learning and development. Children are busy and fully engaged in their play and learning throughout the day. They are keen to join in activities. Children develop positive attitudes towards their learning and start to acquire the skills they need for their next stage of learning, including the transition to school.

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

- Children develop good independence skills. The childminder teaches children how to find the resources they want to access and models the vocabulary required to ask. Children learn how to tidy up and return resources from where they came. The childminder breaks tasks down into smaller steps, helping children to become competent and confident.
- The childminder successfully follows the children's interests throughout the day. For example, when children ask to play with a railway track outside, she quickly organises a waterproof mat and train resources. She goes on to extend their vocabulary by talking about the colours of trains they are playing with. This means that activities are pitched at the correct level because the children are interested and ready to learn.
- The childminder encourages children to use mathematical vocabulary in play. Children often count objects around the setting. Children talk about filling up and emptying pots in a water tray. When children make a trip out to places such as the local park, they count objects in the environment, look for shapes and

identify colours. As a result, children are more confident about what they know and are eager to learn more.

- Partnerships with parents are at the heart of the childminder's service. She gathers information that helps to build up a clear picture of each child when they start. Developmental progress is shared with parents. Where there are concerns about development, the childminder and parents plan what needs to happen next. For instance, the childminder seeks advice from other professionals and makes referrals to other services. This provides a consistency of care for children.
- The childminder meets children's welfare needs well. She supports children with toilet training and other areas of their independence, such as feeding themselves and putting on their own coats and shoes. The childminder promotes children's good health. She offers lots of opportunities to play outside in the fresh air. She helps children to clean their hands before lunch and after nappy changes. This helps children learn how to keep themselves safe.
- The childminder supports children to develop good physical skills. For example, the childminder teaches children to thread wooden shapes onto large laces. She encourages them to explore a dinosaur land made of cereals and other sensory objects. Children fill containers with water and dinosaurs to freeze and create ice sculptures. This supports children to develop their hand-eye coordination and small muscles as they play.
- The childminder is committed to her role and to providing good-quality care and learning for children. She values professional development opportunities, and this contributes to the quality of her practice. However, the childminder does not routinely identify specific training to support children's learning and development further.
- Children benefit from the positive and respectful relationships the childminder establishes with them. Children know they are being listened to and know the childminder will respond to what they say. They are content and confident, which is evident as they separate from parents with ease on arrival.

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:

- identify areas for continuous improvement and opportunities for professional development which specifically focus on children's learning and development.

Setting details

Unique reference number	EY136718
Local authority	Liverpool
Inspection number	10346965
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 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	30 August 2018

Information about this early years setting

The childminder registered in 2002 and lives in Liverpool. She operates all year round from 7.45am to 5pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Shaun Wilson

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector key documentation.
- 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 inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of a group activity with the childminder.

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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