

# Childminder report

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Inspection date: 20 August 2025

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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

The childminder has created a warm and welcoming feel in this highly nurturing home-from-home setting. She shares lots of laughter and cuddles with children. As a result of these strong relationships, children are happy, settled and confident. Children talk with the childminder about what they have been doing at home and about their wider family. They point to the photos on display of themselves as younger children. Children reminisce about past experiences and activities at the childminder's house. This supports the development of children's communication and language and their understanding of past and present.

There is an ambitious curriculum in place for all children. The childminder uses her assessments effectively to identify children's starting points in development. She has clear and consistent routines in place, which all children understand. For example, when they have finished playing with a small-world set, children willingly pick up all the pieces and pack them away. Children then carefully check the carpet for smaller items, which they know may be unsuitable for younger children or pets. They talk about the need to ensure that they use their own plates and cups. Children know not to share food with others who may have allergies. This shows how children are kind and thoughtful and consider the needs of others.

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

- The childminder works positively with parents and carers and other agencies. She uses these partnerships to identify any areas where children may need additional support. The childminder plans suitable activities and resources to support children to reach their next steps in learning. However, the childminder's enthusiasm during interactions with children means that she sometimes loses focus on the learning intention of the activity. For example, when children enjoy an activity of making jewellery, the childminder does not develop her learning intent of children exploring repeating patterns fully. At these times, children's progress is less secure.
- The childminder shows a commitment to listening to, and taking account of, children's opinions and wishes. Children are able to choose what they play with. The childminder extends their play by providing resources that develop their current interests. For example, the childminder adds bandages and slings to the play resources, when children are interested in hospitals. This helps children to develop their imaginative play. It also shows children that the childminder values their interests and wishes.
- The childminder provides lots of interesting opportunities for children to learn about the natural world. Children help to water the plants in the garden and excitedly talk about particular plants that are named after them. Children know that they have to water the plants to ensure that they grow and are healthy.

Parents appreciate the special plants that children take home to plant in their own garden. This supports children to develop a sense of responsibility. It also enables children to make links between home and their time at the childminder's house.

- The childminder has a rigorous and caring approach to ensuring that any children with particular needs, such as allergies, are well catered for and fully involved in all activities. Children learn how to interact safely with animals, such as the family pets, and when they need to wash their hands. This empowers children to develop their self-help skills and knowledge.
- The childminder takes children on a range of trips and visits. Children develop their physical skills, such as during nature walks in the nearby woods. They talk excitedly about the 'secret garden' that they found on the walk. Children also enjoy attending community events and playgroups with the childminder. The childminder uses these experiences to give children the opportunity to develop their social skills in larger groups. This prepares children well for the next steps, such as starting school.
- The childminder works in a positive partnership with parents and families. Parents are highly appreciative of the friendly, caring and healthy environment that the childminder provides. Parents report that they are well informed about the care that their children receive and the activities that the children take part in. This enables them to continue their learning at home.

## 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:**

- focus more precisely on the identified learning intentions for children during activities to fully support their progress.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY229589                                                                          |
| <b>Local authority</b>                             | Liverpool                                                                         |
| <b>Inspection number</b>                           | 10398039                                                                          |
| <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> | 4 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 1 October 2019                                                                    |

## Information about this early years setting

The childminder registered in 2002 and lives in the Hunts Cross area of Liverpool. She operates all year round, from 7.30am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. She provides government funded childcare. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Sarah Gower-Jones

### Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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