

Childminder report

Inspection date: 10 January 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children are happy and safe in the care of this childminder. She offers a home-from-home experience, where children are treated like 'one of the family'. Children spend time exploring free choice play. They become deeply engaged in their own learning, demonstrating communication skills, and narrating their own play. Older children use ongoing narrative, voices and add story to their play, while younger children babble and vocalise, practising the new words they are learning. The childminder shares stories with children. She talks with the children about what they can see, and encourages them to help tell the story based on the pictures. The childminder has a wide range of books to help encourage children's storytelling. These are supported by puppets and props, which the children also use.

Children understand the rules and boundaries of the setting through set routines, which helps them to know what is happening next. The childminder has high expectations for children's behaviour and supports them in learning about how their behaviour impacts others. She teaches them about feelings and emotions, explaining how others feel when they are unkind, or when they are feeling sad. This is evident when one of the children becomes upset, and the other children immediately rush to offer a hug.

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

- The childminder has a good knowledge of child development and implements a curriculum to support children's learning across all areas. She regularly tracks children's development, and plans opportunities for their next steps. This helps children to make progress in all areas of learning.
- The childminder offers a range of opportunities to support children's development. However, she does not always consider children's interests when planning adult-led activities. This results in children becoming disinterested and therefore not fully benefiting from the learning experiences on offer.
- Children learn about animals and their habitats. They visit the local farm and parks, where they are able to see the animals grow throughout the seasons and talk about the changes. For example, how the animals change from babies to fully grown, and what foods they eat. This helps to broaden children's knowledge of the natural world.
- The childminder teaches children about hygiene. They learn the importance of handwashing before eating and after using the toilet to stop the spread of germs. Children learn about healthy eating, and enjoy a variety of healthy snacks and foods, which they help to prepare. This helps children to learn and practise skills for the future and develop healthy habits.
- The childminder encourages children to do things for themselves. She provides

opportunities for them to practise the skills they have learned through their play, offering less support each time to build their confidence and self-esteem. As such, children become autonomous learners, and develop good independence.

- The childminder identifies gaps in children's learning and refers any concerns in development to other agencies, such as the health visitor or speech and language therapy services. She implements any plans to help children to make progress in their learning. For example, to help children develop more effective speech and communication skills. This ensures all children make progress, regardless of their abilities.
- The childminder attends all mandatory training. However, she recognises that she does not consistently focus her own professional development opportunities to develop her teaching even further. This aims to improve and enhance her practice and support children's engagement.
- The childminder provides parents with daily verbal feedback and photos of activities and places the children have been. However, she does not provide feedback about children's next steps or how parents can support their children's learning at home. This means children do not always benefit from a two-way flow of information to fully support a coordinated approach to their learning.

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 on children's interests when planning to ensure learning opportunities are engaging and motivating for all children
- share information about what children are learning to help parents to support their children's learning at home
- explore training opportunities to extend knowledge and skills to raise the quality of education to a higher level

Setting details

Unique reference number	EY274894
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10364235
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	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	31 January 2019

Information about this early years setting

The childminder registered in 2005, and lives in the Kirkby area of Liverpool. The childminder operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Michelle Highcock

Inspection activities

- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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 children.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025