

Childminder report

Inspection date: 23 October 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

All children make good progress in their development at this safe and welcoming setting. The childminder knows children's current abilities and offers learning opportunities to help build their knowledge. For example, she supports children who can count independently to add numbers together. Children are delighted with their achievements. They develop mathematical skills that will help them in their future learning. Children are eager to bring the childminder books to read. They have a tremendous time as they use props to retell a familiar story. Children's laughter demonstrates that they feel happy and secure in her care.

The childminder is kind. She models consistently good behaviour. Older children copy her. For example, they collect the water bottles for younger children to take outside. Behaviour is good. The childminder gives children regular praise and encouragement. She supports children to keep trying as they balance toy animals on top of each other. Children respond well. They persevere at tasks. Children benefit from many trips out of the setting. They talk enthusiastically about digging up a 'huge carrot' at a nearby allotment. Children have meaningful experiences. This helps them to build their knowledge of nature and the world around them.

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

- The childminder plans a curriculum where children can make regular choices throughout the day. For example, they decide if they should play indoors or outdoors. Children are given choices of which resources to use. As a result, children engage well. They show a positive attitude to learning.
- Physical development is supported well. Children enjoy using wheeled toys. They progress from scooting along to using pedals. The childminder considers regular opportunities for children to practice manipulative skills. For example, they unscrew the lid off toothpaste and squeeze out the paste. Children develop their large and small muscles.
- The childminder helps children to communicate using both spoken words and British Sign Language. Children develop a good vocabulary, and they respond well to questions. However, the childminder does not always give children time to start or lead conversations. For example, she quickly starts conversations with questions as she joins children's play. As a result, children are less confident in starting conversations themselves.
- The childminder is skilled at following children's interests to support learning. For example, she noted that children are currently interested in shadows. The childminder encourages children to tell her if the shadows are on, under, next to or behind objects. As a result, children become confident in using positional language.
- Healthy lifestyles are encouraged. The childminder talks to children about ways

to keep their teeth healthy. Children are taught good tooth brushing techniques as they brush their teeth each day. In addition, children know to wash their hands well before eating and after using the toilet. Children develop good hygiene habits.

- The childminder encourages children's interest in books and reading. She reads stories well and children are eager to engage. Children are proud to share books that they have made. In addition, the childminder plays observation and matching games with children. She knows these skills will help them when they learn to read.
- Partnership with parents is good. The childminder encourages families to share special events and celebrations from their home. She uses this information as she plans her curriculum. For example, children try foods that they may not otherwise eat. Children widen their knowledge of the similarities and differences in their community.
- The childminder knows the importance of children building their social skills in readiness for school. She plans outings where children will mix with a larger group of children. For example, they attend toddler groups. Children are supported to build friendships. They become confident in new environments.
- The childminder observes children and uses her knowledge and experience to help her identify any gaps in learning. She knows what to do if children are not reaching the expected milestones for their age. For example, she has developed partnership working with agencies such as health visitors and speech therapists. She knows that early identification of need and carefully tailored support, when required, helps children to make improvements from their starting points.
- The childminder gathers accurate information about children's dietary requirements. She plans meals with careful consideration of allergies. Children are closely supervised to reduce the risk of them eating foods which would make them unwell. This helps to keep children safe.

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:

- allow children time to initiate their own conversations, to help to further extend their good communication and language skills.

Setting details

Unique reference number	EY277456
Local authority	Liverpool
Inspection number	10359844
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	10 December 2018

Information about this early years setting

The childminder registered in 2002 and is located in Liverpool. She works with another registered childminder. She operates all year round from 8am to 5.30pm, Tuesday to Thursday, except for family holidays and bank holidays. The childminder provides funded early education for two-, three-and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their EYFS curriculum.
- 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.

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