

Childminder report

Inspection date: 13 January 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder recognises the impact of the COVID-19 pandemic on children's social development. She focuses strongly on building up children's social and emotional skills to a good level. Children enjoy a wide range of outings, which help to raise their awareness of the local area and the people who work in it. They visit a local café for a drink and toast, where they practise using their developing social skills. Some outings, such as to China Town, also help to raise children's awareness of other cultures. Children have many opportunities to be physically active and develop good coordination. They play in the garden and climb and balance on larger equipment on regular visits to a local park and a soft-play centre.

Although learning is not precisely planned, the childminder helps children to make good progress as they play with toys that they have chosen. For example, the childminder supports children to count and match colours accurately as they place items into the corresponding holes of trays. The childminder models language well and skilfully introduces new words to children's vocabulary. Children communicate confidently with the inspector, which demonstrates that they are happy and feel emotionally secure in the presence of the childminder. They are keen to engage in learning and concentrate well. Children are well prepared with essential skills for school and later life.

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

- Parents say their children enjoy attending and praise the way the childminder helps their children to settle in and feel at home. They receive some updates on their children's progress and development and some ideas to support their children's learning at home. Detailed information is not exchanged frequently enough to keep all parties fully informed about children's progress and development in all areas. Nevertheless, where gaps in children's learning are identified, the childminder works closely with parents to close them and to seek support swiftly from other agencies and professionals.
- The childminder makes good use of children's self-chosen activities to help them make good progress. However, she does not focus precisely on what children need to learn next when planning and delivering activities. This means that children make stronger progress in some areas of learning than in others.
- The childminder places a strong focus on developing children's communication and literacy skills. Babies and children sit together at lunchtime and interact positively with each other. This helps to build their social skills and encourages communication. Children visit the library regularly. They look at books independently and listen to stories read well by the childminder. They keenly join in songs and stories with props and puppets.
- Children talk about healthy eating while tasting different foods and preparing

snacks, such as fruit and vegetable smoothies. They listen intently to a story about teeth brushing and demonstrate their strong knowledge of dental health as they play imaginatively with the dentistry set.

- Children demonstrate a good understanding of technology and how things work while playing imaginatively with a range of play tools. For example, a child demonstrates an expert knowledge of how to use an oxygen mask and a dentistry drill while removing the teeth of a toy hippopotamus. Another child cooks pretend food in the role-play cooker.
- Children behave well and develop good self-care skills. Older children go to the toilet and wash their hands independently. Children work well together to tidy away toys and take responsibility for tasks, such as taking their pots to the kitchen after lunch.
- The childminder evaluates and improves her service. Since the last inspection, the playroom shelves have been lowered, which has increased children's opportunities to choose toys and put them away again independently. The childminder designs and makes resources to develop specific areas of children's development. For example, a baby enjoys the sensory feel of silk material and develops good hand-to-eye coordination and finger dexterity while pulling scarves out of holes in a ball. Older children thread string through holes in sanded wood.
- The childminder continues to be committed to her professional development. She makes good use of what she learns to benefit children. For example, following training on child psychology, she uses different ways to help children to identify and discuss different feelings. Activities include looking closely at their faces in a mirror and using a two-faced, reversible toy octopus to identify whether they feel happy or sad.

Safeguarding

The arrangements for safeguarding are effective.

The childminder refreshes her training in safeguarding regularly to help keep her knowledge up to date. She has a clear understanding of how to identify and report concerns. She teaches children how to stay safe as they play and while on outings. For example, children learn to use climbing equipment safely, when on outings to the park.

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 what children need to learn when planning and supporting activities to help raise the quality of education
- exchange more detailed information about children's progress and development with parents to support ongoing assessment.

Setting details

Unique reference number	EY318133
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10264440
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	15 June 2017

Information about this early years setting

The childminder registered in 2006 and lives in Whiston, Prescot. She operates for 51 weeks a year from 8.30am to 4.30pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Lynne Naylor

Inspection activities

- This was the first routine inspection the provider 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 inspector had a tour of the childminder's home to gain an understanding of how the early years provision and the curriculum are organised.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- A joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as evidence of the suitability of household members.
- The views of children spoken to on the day and the written views of parents were taken into account.

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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