

Childminder report

Inspection date: 2 December 2021

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

Children form secure relationships with the childminder. It is evident that children feel comfortable and emotionally safe and secure at the childminder's home. They move around and interact with visitors confidently. The childminder prepares children well for school. She encourages children to try new activities and praises their achievements. Children develop good self-care skills. They know to wash their hands before handling food and eating. They put on their coats and shoes independently before playing outside. Children behave well and are keen to learn and be involved in everyday activities.

The childminder organises her curriculum in themes to help to engage children in learning. Children enjoy first-hand experiences, such as shopping to buy ingredients for their baking. They begin to understand that print carries a meaning as they follow a recipe. They use numbers for a purpose as they weigh the ingredients and count the eggs. Children relate well to these experiences, which build successfully on their prior knowledge. Overall, planning is effective and children make good progress. The childminder assesses children's progress and identifies what children need to learn next. To improve children's ability to focus and concentrate, she purposefully plays simple games with them. For example, they take turns to identify pictures and match them to items on their shopping list.

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

- Children enjoy physical activities, which help them to develop good hand-to-eye coordination. They aim carefully as they throw balls into a basketball hoop. They use a racquet capably to hit balls thrown by the childminder and then take a turn at throwing.
- Children learn about their local area and the natural world on outings. They visit the local plant nurseries regularly. They choose and buy flowers for their mum for Mother's Day. Recently they bought trees and helped to plant them in the childminder's garden. They talk about animals as they visit the local llamas and the ducks on the pond.
- Children learn effectively about technology through everyday tasks. They know that their gingerbread goes in the oven to cook and how to use the electric floor cleaner to clean up the flour spilled during baking.
- Children take a keen interest in literacy. The childminder links books to themed activities to help children to develop a good understanding of each topic. Children sit closely to the childminder and listen intently to stories. The childminder helps children to develop essential reading skills. She purposefully waits for children to finish the end of sentences when reading familiar stories, such as the 'Gingerbread Man'.
- Information about children's abilities and progress at other settings that they

attend is not available to support planning. However, the childminder obtains and makes good use of information from parents about what children know, understand and can do at home. She keeps parents well informed about their children's care and learning through daily discussion and regular written reports.

- Children develop good speaking and listening skills. The childminder models language well and introduces new words to children's vocabulary. For example, she introduces clockwise and anti-clockwise as they stir their gingerbread dough mixture.
- Children talk about different faiths and cultures while listening to stories and enjoying craft activities and outings linked to calendar events. They talk about Christmas while gluing sequins and tinsel onto paper shaped into candy canes, gingerbread people and Christmas stockings. They visit the Chinese supermarket to look at and buy different foods, such as guava and noodles, to taste at Chinese New Year.
- The childminder provides exciting activities, which children enjoy. She identifies what children need to learn next. However, on some occasions, she does not focus clearly on the intended learning during activities to ensure children can gain the most from the activity.
- Children talk about healthy eating and learn about keeping their teeth healthy, which includes brushing. They enjoy helping to prepare foods and baking. They learn to use a range of tools safely, which also helps to develop the small-muscle skills needed for writing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder checks regularly for hazards to keep her home safe and secure for children. She assesses risks in the garden before using it and ensures that children are aware of the risk assessment. For example, she explains that the climbing frame was damaged in the storm, so cannot be used until repaired. She closely supervises children in the garden, so they cannot leave unsupervised through the ranch-style fencing. The childminder regularly renews her safeguarding and paediatric first-aid training. She knows how to report any concerns about children and families. She also reads information from the local authority regularly, which helps her to keep up to date with changes and new developments.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- focus more carefully on what children are to learn and the best resources to support their learning to help children to gain the most from activities
- gather and make greater use of information from other settings that children attend to support highly effective planning.

Setting details

Unique reference number	EY352330
Local authority	Sefton
Inspection number	10145105
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	8 October 2015

Information about this early years setting

The childminder registered in 2007 and lives in Lydiate. She operates term time only from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. Occasionally, the childminder works with an assistant.

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 the 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.
- A joint observation was carried out by the inspector and the childminder.
- The inspector spoke to some children during the inspection and took account of the views of parents provided in writing.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as evidence of the suitability of household members.

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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