

Childminder report

Inspection date:

17 January 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children experience a welcoming and well-organised environment at this childminding setting. They are familiar with routines that establish clear expectations, such as removing shoes upon arrival. Children warmly greet family members, including the cat, and are consistently supported in this homely atmosphere. The childminder engages children in meaningful conversations, encouraging them to express their interests, such as their enthusiasm for dancing, boxing or Batman. Children discuss what pets they have at home. Younger children are keen to tell the inspector about the friends that they play with at the setting. The childminder encourages independence, with children confidently choosing resources and engaging in activities that match their interests and developmental needs. Younger children independently access and play with small world toys. Children sit and concentrate on creating sunflowers. They are proud to share their artwork with the childminder and their parents.

Children demonstrate good behaviour and are friendly and respectful to the childminder and their peers. Laughter fills the air as children discuss their homework. Older children are kind towards younger children and include them in their conversations and chat with them at the craft table. Older children praise their younger peers as they write each other's names. Children benefit from the positive interactions with their older peers.

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

- The homely atmosphere is enriched with polite and enjoyable mealtimes. Older children model good behaviour and manners to younger children. The childminder balances healthy eating with occasional treats, explaining the importance of nutrition in a way children understand. However, the childminder does not consistently ensure that children have washed their hands before mealtimes to further support their good health.
- The childminder provides a relaxed play-based provision, allowing children to have fun and play with their friends following a busy day at school. Activities are child led and inclusive, and the environment is thoughtfully designed with accessible resources and educational posters to promote learning through play.
- The childminder completes safeguarding training to keep her knowledge up to date. She attends training delivered by the local authority to ensure that children's safety and well-being are prioritised. By discussing mobile phones and tablet use, she helps children develop an awareness of online safety and responsible technology use, fostering their digital resilience.
- The childminder's partnership with parents combines trust, flexibility and effective communication. She is highly regarded for her ability to create a

supportive, inclusive and welcoming environment. Parents' descriptions of her being 'like another mum' demonstrate the depth of her bond with both children and parents.

- The childminder is experienced and confident with what children want to do after their busy day at school. For example, on rainy days, children can relax on a comfy sofa if they want to watch a favourite film. Outdoor bikes and scooters provide children with opportunities to develop their large muscles. Children can immerse themselves in a choice of activities, such as completing jigsaws or being creative with crafts. Children feel secure and are engaged in this setting.
- The childminder patiently sits with older children to help them with their homework when required. She gently guides them to overcome challenges and utilises number displays to help them work out mathematical problems. Children feel more capable and motivated as they concentrate and achieve their goals.
- The childminder communicates with class teachers to stay informed about the children's day. She relays messages between school and home efficiently, supporting and enhancing the children's overall school experience.
- The childminder helps children to understand the world around them. Her promotion of diversity includes discussions about uniqueness and cultural celebrations, with resources such as books and world maps reflecting different cultures.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY356103
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10367533
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	5 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	12 February 2019

Information about this early years setting

The childminder was registered in 2007 and lives in Liverpool. She provides before- and after-school care during term time, Monday to Friday, except bank holidays and family holidays. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Angela Hayward

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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