

Childminder report

Inspection date: 2 May 2025

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

Children thrive in the care of this welcoming childminder. Children are eager to engage in the motivating learning opportunities that the childminder provides. Children shout 'treasure' in delight as they explore and hunt in the sand. The childminder encourages turn taking and reminds children to wait for their friends. Children show kindness, passing tools to their friends. They respond well to the consistent praise from the childminder. Children's behaviour is generally good.

Children make good progress overall in all aspects of their learning. They are well prepared for the next stage in their education and development, including starting school. The childminder strongly and systematically builds on children's interests, skills and knowledge through well-planned activities. For instance, children develop small-muscle control in their hands as they tip and pour water between containers. These activities contribute to supporting their later writing skills.

The childminder creates and delivers a broad and ambitious curriculum with children at the centre. The childminder regularly provides a range of different opportunities outside her setting as part of her curriculum. She focuses on giving children real-life experiences in the local community. For example, children attend weekly toddler groups with other childminders to develop their social skills. Children also explore the local forest school, where they can be physically active and take risks with support from the childminder. The childminder teaches children to be safe and confident outside her home.

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

- The curriculum focuses on children being ready for school by supporting their development in the prime areas of learning. The childminder finds out about children from their parents and carers and through her observations. She identifies children's starting points in development and monitors their progress and achievements. This helps the childminder to plan for children's next steps in learning.
- The childminder strongly encourages children's physical skills. Children learn to control their large movements, such as when they join in action songs, climb equipment in the garden and take part in yoga activities. As a result, children develop good physical skills.
- The childminder supports children to be independent from a young age. Children have a good attitude to self-help skills. They wash their own hands before eating and are confident in accessing the toilet independently. This contributes to their readiness for moving on to the next stage of their learning.
- The childminder gets to know children well and understands their abilities. She provides well-timed and sensitive interactions for children. However, the

childminder does not always extend children's understanding and thinking skills. For instance, when children ask which of the letters are for their names, the childminder does not consistently follow up on their interest. For example, she explains the letters are being used to make moulds in the dough and the letters for their names are somewhere else. As a result, children do not always get the opportunity to deepen their understanding and experiences.

- The childminder is keen to introduce children to early mathematical concepts. She encourages children to explore how different objects float and sink in the water tray outside. Children talk about 'heavy' and 'light' when exploring dough. They begin to use counting in everyday activities. Children confidently use mathematical language in their play.
- Overall, the childminder manages children's behaviour well. However, she does not consistently give clear instructions for children to follow when carrying out expected tasks within the daily routine. For instance, the childminder starts to read a story while children are still standing. Additionally, she does not remind children to sit down when eating snacks. This does not support children fully to understand the rules and what is expected of them during aspects of the routine.
- Parents appreciate how well cared for their children are with the childminder. They receive daily feedback that makes them feel included in their children's time at the setting. Parents explain that the childminder is approachable and they love the range of activities that children have access to. The childminder shares regular reports to keep parents up to date about their child's progress. This helps to ensure a consistent approach to children's learning and development.
- The childminder is committed to developing and extending her skills and knowledge. She attends relevant online training and uses new information to shape the provision for children. For example, the childminder has completed allergy training to support children with a nut allergy, to ensure their safety.

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:

- use strategies to consistently develop older children's independent thinking and extend their learning even further
- support children to know what is expected of them during all parts of the daily routine to help them to maintain their good behaviour and positive attitudes.

Setting details

Unique reference number	EY367962
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10380513
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 June 2019

Information about this early years setting

The childminder registered 2008. She lives in the Huyton area of Liverpool. The childminder holds a qualification at level 3. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Katie Bonney

Inspection activities

- The childminder led the inspector on a learning walk and discussed the early years curriculum.
- The inspector carried out a joint observation with the childminder of older children taking part in a fine motor activity.
- The inspector observed the childminder's practice and considered the quality of education and the impact on children's progress and development.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with the childminder and discussed her safeguarding knowledge.

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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