

Childminder report

Inspection date: 4 September 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and content in the care of this warm and nurturing childminder. She knows the children well and is attuned to their needs. For example, as children return from their summer break, she ensures their favourite toys are on hand for when they arrive. Children develop a love of books through the many opportunities to retell familiar stories. Children enjoy joining in with songs and rhymes. For example, children squeal with delight as they pretend to be characters from their favourite stories. This supports children's early literacy skills.

The childminder supports children's communication skills very well. She has undertaken specific communication and language training and uses what she has learned to support children's development. For example, she repeats words clearly so that children hear the correct pronunciation and introduces new words as they play. She uses open-ended questions and allows children time to think and respond. This helps to develop children's critical thinking skills.

Children thoroughly enjoy going on many trips within their local community and beyond. For example, children confidently talk about the animals they have seen on a trip to the local safari park. The childminder considers children's interests when planning outings. For example, following an interest in the solar system children visit the planetarium to learn about the planets and stars. Children enjoy attending community groups and socialising with peers. This helps to create new friendships, build confidence and valuable social skills.

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

- Overall, the childminder is clear about what she wants children to learn. However, the childminder does not always plan successfully for the varying ages of children during group story sessions. This means that the youngest children quickly lose interest and they do not get the most out of the activities planned for them.
- The childminder has high expectations and regularly assesses children's development. This helps her to identify gaps in learning and put effective strategies in place to promote development. The childminder works closely with parents to help support children's learning. She seeks advice from other professionals, where needed, to ensure all children make the best possible progress.
- The childminder has high expectations of children's behaviour. She encourages children to say please and thank you and uses positive praise well. For example, she praises children for learning new skills, such as peeling their banana. This helps to build children's confidence and self-esteem. The childminder encourages children to take turns and instances of inappropriate behaviour are tackled

swiftly and sensitively. Children learn the language of feelings through the telling of familiar stories. They are able to describe how they feel and are starting to recognise how their actions make others feel. This supports their personal development.

- Children benefit from daily fresh air and exercise. For example, they enjoy walking to the local parks and playing on the swings and slides. This provides children with opportunities to develop their physical skills. Children enjoy exploring their local community. For example, children travel on buses to local amenities, such as museums and aquariums. This supports children's understanding of the world around them.
- Parents comment that they are very happy with the care that the childminder provides. They state that they feel well informed about their children's development and their day-to-day activities. The childminder shares appropriate information with other professionals, including schools. This helps to provide consistency of care and provides a consistent approach to learning.
- The childminder recognises the importance of updating her knowledge regularly. She identifies areas for professional development based upon the needs of the children. This helps her to raise the quality of teaching even further. The childminder takes pride in her ability to keep the children in her care safe. For example, she regularly reviews her policies and procedures. This helps to further ensure the safety of the children.
- Children learn the importance of good hygiene practises and are adept at washing their hands at appropriate times. Children are confident to share their preferences and have many opportunities to make healthy choices. For example, children choose which fruits they would like for snack and cut these up using their own knives and chopping boards. This supports children's growing independence skills.

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:

- enhance planning to consider fully the individual needs of each child so activities are matched precisely to their specific learning requirements.

Setting details

Unique reference number	EY399031
Local authority	Liverpool
Inspection number	10350884
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	2 to 9
Total number of places	4
Number of children on roll	10
Date of previous inspection	10 September 2018

Information about this early years setting

The childminder registered in 2009 and lives in Mossley Hill, a suburb of Liverpool. The childminder operates Monday to Thursday 7.30am until 5.30pm and 7.30am until 5pm on Friday, term time only.

Information about this inspection

Inspector

Kerry Maddock

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder shared a range of documentation with the inspector, such as evidence of the childminder's continued professional development and paediatric first-aid qualification.
- The childminder and inspector had discussions at appropriate times during the inspection.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum. The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views on the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024