

Childminder report

Inspection date: 31 March 2022

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 childminder's warm and homely setting and display high levels of self-confidence and self-esteem. They excitedly greet the inspector at the door with the childminder. They politely introduce themselves and are eager to show the inspector to the dedicated playroom. Children make good progress in all areas of learning. They are developing the skills needed for the next stage in their learning and school. Children have excellent communication and language skills. They speak clearly, with ease and often use complex sentences. For example, when asked by the childminder to name parts of their bodies they say, 'this is my forehead'. Children use mathematical language with confidence and are developing a sound understanding of some mathematical concepts. For example, as children play with the farmyard toys, they compare the size of the sheep and count how many are inside the pen and outside of the pen.

Children ooze with confidence and have a good sense of self. They look in the mirror at their own reflections and say, 'I am beautiful'. These messages are reinforced by the childminder. As a result, children strut away beaming with smiles. Children understand the childminder's simple rules and follow her clear instructions. They behave with maturity beyond their young years and are kind and caring individuals. Children are willing to have a go and develop good independence skills. They relish opportunities, such as selecting their own snack and clearing away their own plates and cutlery.

During the COVID-19 pandemic, the disruption to children was minimised. The childminder worked with parents to stay in close contact and provided useful information to help support children's learning at home.

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

- Children form strong bonds with the childminder and demonstrate they feel safe and secure in her care. She is an excellent role model and children seek her out for comfort and reassurance. They willingly discuss their feelings and emotions with her. As a result, children learn how to regulate their own behaviour, understand the difference between right and wrong and eagerly to follow the childminder's simple house rules.
- The childminder provides a broad and balanced curriculum for all children. This includes those children who are funded or those that have special educational needs and/or disabilities. She closely monitors the progress that children make and plans individual and exciting activities. These, overall, engage and motivate children to have a go, join in and extend their current learning. However, children who learn quickly and are ready for deeper learning are not always challenged during some activities.

- Children develop good communication and language skills. They enjoy singing songs and rhymes and listen to different stories as part of daily routines. Children confidently discuss their favourite story and delight as they recall what happens. They imaginatively use props as they re-tell the story in their own words and add their own ideas.
- Children use mathematical words in the right context. They name shapes and can talk about their similarities and differences. For example, children know that the end of the rolling pin is a circle. In addition, they find other objects that are the same colour as the rolling pin and comment that 'they are the same colour, but a different shade'.
- The childminder provides good opportunities for children to develop their small physical skills. Children manipulate dough with their hands and fingers. This helps to build their muscle strength and dexterity. Additionally, children use tools to prod, poke and shape the dough. This helps build their hand and finger muscles in preparation for later formal writing.
- The childminder encourages children to lead a healthy lifestyle. She works in partnership with parents to ensure food provided for children is healthy and nutritious. Children help themselves to fresh fruit and their water bottles are readily available. The childminder helps children learn about the importance of maintaining their good oral health. For example, children take part in tooth brushing activities and read stories about visiting the dentist. This also helps children to become less anxious about visiting the dentist themselves.
- The childminder has many different toys and resources, that help children gain an awareness of life in modern Britain. She helps children to learn about the local community by taking them out and about in the local area. Children learn about the lives and cultures of others through meaningful activities, such as observing festivals, family celebrations and reading stories.
- The childminder manages her setting well. She keeps her required training up to date. She seeks the views of parents and makes alterations to her setting accordingly. She has accessed some online courses that are pertinent to her role, and she has taken steps to address recommendations raised at her last inspection. However, a sharper focus is needed to help her identify and address minor weaknesses in her teaching practice to strengthen the implementation of the curriculum even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended safeguarding training and has a good knowledge of all aspects of child protection. She knows what to do should she have concerns about a child or their family. The childminder conducts regular safety audits each day to ensure her home and outdoor area are safe and suitable for the children. Children are beginning to gain an awareness of how to keep themselves safe. For example, they wait for the childminder before they enter the kitchen, and they tidy away toys off the floor, so they do not fall over them.

What does the setting need to do to improve?

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

- strengthen the educational programme to better meet the needs of children who require further challenge in their learning
- enhance professional development in order to gain a deeper understanding of how different children learn and develop.

Setting details

Unique reference number	EY404133
Local authority	Sefton
Inspection number	10232884
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	3
Date of previous inspection	4 December 2018

Information about this early years setting

The childminder registered in 2010 and lives in the Waterloo area of Sefton, Liverpool. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Donna Birch

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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for learning.
- The inspector spoke to the children throughout the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector took into account written feedback provided by parents for the inspection.
- The childminder provided the inspector with key documents on request.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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