

Childminder report

Inspection date: 17 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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

The childminder provides an extremely calm and welcoming environment for children. Children are incredibly happy and settled. They are safe and secure in the childminder's care. The childminder and her assistant teach children new vocabulary. They teach babies the words 'in' and 'out' as they watch balls sliding through tunnels. Children's joyful singing permeates throughout the house. They sing songs to help them remember the names of two-dimensional shapes. The childminder extends their learning as they play. For example, she teaches them the names of three-dimensional shapes when building with blocks.

The childminder and her assistant have the highest expectations for children's behaviour. They consistently encourage children to share and to take turns with the resources. Children's behaviour is excellent. Considering children's ages, their concentration skills are outstanding. They listen attentively to the childminder's instructions. Children make loud and quiet noises with the blocks when working together as a group. They instantly stop when given the signal from the childminder. Children benefit from the positive attachments they have formed with the childminder. They are emotionally secure. Children learn about friendships and feelings. They practise pulling different faces to represent emotions. The childminder encourages children to talk about how other children may be feeling and why. As a result, children are considerate and thoughtful to their peers.

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

- Children take part in a wealth of exciting activities that motivate them to learn. They are captivated as they pass the song bag around the circle. They take turns to choose an object out of the bag and sing a nursery rhyme that it relates to. Older children confidently sing songs in front of the group. They use their fingers to count as they sing number songs. Children consistently show enjoyment and curiosity. The childminder provides a variety of opportunities to help support children's imagination. For instance, young children pretend to talk to their parents on the telephone. They dress up as doctors and pretend to make each other better. Children have opportunities to learn about the wider world. They recognise different types of birds in the garden. Children learn about what birds like to eat. They talk about the vegetables that they plant in the garden. The children observe the changes as they watch eggs hatch into baby chicks. This helps them to learn about changes that occur over time.
- The childminder gains information from parents when children first start attending. This helps to identify what children already know and can do. The childminder provides a range of activities for parents to carry on learning at home. For example, she sends home numbers and shapes for children to practise recognising at home. The childminder continuously shares next steps

with parents. This helps parents to target what children need to learn next to be highly successful in their learning. Parents are thrilled with the care and service provided.

- The childminder has forged good links with local nurseries and other childminders. She liaises with a range of professionals to share good practice and to ensure children's needs are being met. Self-evaluation includes the views of children and parents. The childminder constantly assesses her provision. This ensures children remain inspired by the learning environment. The childminder attends training to enhance her knowledge and skills even further. However, she does not consistently make the best use of supervision and training opportunities for her assistant in order to fully enhance her practice.
- Children's behaviour is exemplary. The childminder and her assistant are excellent role models. Simple rules help children to understand about respect and tolerance. The childminder provides children with excellent opportunities that help them to understand the importance of helping others who are less fortunate than themselves. For example, they are actively involved with a range of charities in the local community. Older children's independent skills are promoted. For example, they put their coat and shoes on to go outside. Older children enjoy learning how to ride a bicycle outside. However, younger children are not provided with as many opportunities to promote and challenge their physical skills outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have an excellent understanding of what constitutes a safeguarding concern. They understand the procedures to follow to protect children from harm. The childminder ensures her assistant keeps her safeguarding knowledge up to date by attending training courses and accessing online training. Daily assessments of the premises mean that they are able to identify and minimise any risks. This means that children can play safely in the environment. Good recruitment procedures and rigorous background checks ensure that children are always cared for by suitable adults. The childminder teaches children about road safety signs and how to cross a road safely.

What does the setting need to do to improve?

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

- increase opportunities for younger children to be physically active when playing outside
- build on the use of supervision and professional development opportunities for the assistant to continuously raise the quality of their practice.

Setting details

Unique reference number	EY409534
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10064039
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 3
Total number of places	12
Number of children on roll	9
Date of previous inspection	30 July 2015

Information about this early years setting

The childminder registered in 2010. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant who holds a qualification at level 2.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- The inspector observed the quality of teaching inside and outdoors and assessed the impact this has on children's learning.
- Parents' views were taken into account through written feedback.
- The inspector held discussions with children and the childminder at appropriate times during the inspection.
- A joint observation was completed by the inspector and the childminder.
- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspectors took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the childminder. This has included the effect these measures have had on the current attendance of the children.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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