

Childminder report

Inspection date:

11 September 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

All children thrive in this well-organised, caring and nurturing home-from-home setting. The childminder has a warm and caring approach. She demonstrates exceptional teaching. The childminder provides a highly challenging and inspiring curriculum for all children. She enriches their learning with carefully considered resources and exciting outings that help them learn about the world. Children become highly engaged in a wide variety of interesting activities and demonstrate a keen willingness to learn. They develop a wealth of knowledge and skills for their future learning. For example, as children look through their 'learning memories' book, created by the childminder, they confidently recall their knowledge about the digestive system.

The childminder recognises the importance of promoting children's emotional well-being. She offers cuddles and reassurance to children if they seem unsettled. The childminder is an excellent role model, treating children with kindness and respect. This helps children to play alongside their friends in a calm and purposeful manner. For example, during a game of 'I spy', children support and motivate one another to continue to look for the hidden objects. Children feel comfortable asking the childminder for help when needed. They behave exceptionally well. Children's safety is given paramount importance. The childminder supports children to understand how to keep themselves safe. For example, when out on a walk, children know that they need to stay on the safe side of the pavement, away from the road.

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

- The childminder has developed a highly sequenced curriculum that is sharply focused on children's individual needs. The precise planning and implementation of all learning opportunities ensure children consistently engage in high-quality interactions that support rapid progress in their learning. Any gaps in children's development are swiftly identified and shared with parents and other professionals, such as health visitors. As a result, all children, including those who are at risk of falling behind, make good progress in their learning.
- The childminder actively teaches children the skills they need to independently manage their personal care. Children know that they need to wash their hands carefully in order to get rid of any germs. The childminder encourages and supports children in their self-care and toilet training from a young age. She highly praises children's efforts and accomplishments. As a result, children make remarkable progress and show confidence in their self-care skills.
- The childminder supports children's communication and language skills extremely well. She talks to children in detail about their play and experiences outside the setting. The childminder emphasises new words and supports

children to pronounce words and syllables correctly. She teaches children to use sign language to help to support their confidence in speaking. The childminder skilfully shares stories and leaves gaps for children to fill. As a result, children are confident communicators. They eagerly engage in conversations with visitors and use a wide range of vocabulary.

- Children develop a strong knowledge and awareness of the world around them as they participate in a range of cultural experiences and fun trips. These are skilfully planned by the childminder to support children to meet their next steps in their learning. For example, children experience first-hand opportunities to learn about habitats and environments. They visit the local beehives as they learn all about bees. Children can confidently recall the details of the honey-making process. They also relish weekly trips to local playgroups, where they have further opportunities to develop social skills and broaden peer relationships.
- The childminder understands the importance of home learning so that children can consolidate what they have learned. The childminder involves parents in all aspects of assessing their children's development. She shares a wide range of activities to support learning at home. She also shares meaningful information with parents, such as the impacts of the use of dummies, and provides support with toilet training. Parents say that they are 'extremely happy with the care provided' and they 'don't think the childminder can do anything more for the children'. These partnerships promote a positive level of care for children.
- The reflective childminder continues to update and expand her skills and knowledge. She works with other professionals to pinpoint precisely the training she needs to support children. The childminder carefully considers the impact of training and how she can continue to help promote children's ongoing development even more effectively.

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	EY421803
Local authority	Liverpool
Inspection number	10351254
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 3
Total number of places	12
Number of children on roll	4
Date of previous inspection	18 October 2018

Information about this early years setting

The childminder registered in 2011 and lives in the Childwall area of Liverpool. She occasionally works with an assistant. The childminder operates from 7.30am to 5pm, Monday to Thursday, term time only. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector completed a joint observation with the childminder and evaluated the activity.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting through written comments.

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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