

Childminder report

Inspection date: 6 March 2025

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

The childminder cultivates a happy, homely atmosphere in which children feel safe, secure and known. She has high expectations for children's behaviour. She helps children to learn how to share, take turns and listen to each other using age-appropriate techniques. Children begin to empathise with their peers and consider the wants and needs of others. The childminder talks to and provides for children with care and respect. This supports warm bonds between them. Children gaze at the childminder, soaking in her words of praise and encouragement. They smile and hold eye contact with her, enjoying her attention. The childminder further reinforces these relationships by placing high importance on her partnerships with parents. She is valued by the families who use her service.

Children thrive developmentally. The childminder understands how young children learn. She uses this knowledge to deliver an exciting and tailored curriculum, which meets the needs of every child. The childminder carefully evaluates what children can already do upon starting at the setting. This means she can quickly identify and target appropriate next steps in learning for all. Her thoughtful planning and engaging educational teaching help children to quickly meet these goals and progress to new challenges.

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

- The childminder has placed great thought into the design of her curriculum. She is determined for all children in her care to succeed. She skilfully and quickly identifies where children need support in their learning and plans fun adult-led activities to support children's growth. Furthermore, she is confidently able to continue to support these learning goals during children's own free play. This continuous enrichment means children thrive developmentally and are becoming curious, engaged learners.
- Children's communication and language skills are well supported. The childminder ensures children are readily exposed to language through stories, songs and rhymes. She narrates their play, meaning even pre-talkers are building listening and concentration skills and hearing vocabulary. Older children are confident speakers. They communicate their needs and recognise that the childminder is always nearby for support. Younger children experiment with new words and quickly progress from babbling to using understandable language. All children's levels of focus are impressive, thanks in part to the childminder's secure curriculum.
- Children benefit from regular excursions into the community. The childminder is committed to helping to prepare children for a life in modern Britain. She recognises that trips, classes and exploring nature help children to build a picture of the world around them. She actively orchestrates lots of opportunities

for children to meet peers who will one day form their primary school classes. She aspires for all children to feel confident and excited to begin this stage of their education. These activities help to strengthen children's social skills and also further support their already strong self-assurance.

- The childminder supports children's personal development. She places importance on exercise in the fresh air, healthy eating and learning ways to stay safe. Children begin to show understanding of how to take care of their bodies. For instance, they know they need to wash their hands before eating food. However, at times, the childminder does not teach children to cover their mouths when coughing and she does not always wash her own hands after wiping children's noses. This does not fully support children's good health.
- The childminder is invested in continuous improvement. She attends training and other forms of professional development to keep her knowledge and understanding sharp. She maintains effective working partnerships with other professionals such as local schools and the local authority. This commitment to her own learning is reflected in the high quality of education all children experience.
- Children repeatedly seek out books when playing independently. They grab familiar stories and jump onto the childminder's lap, smiling in anticipation as she happily reads for them. Older children recall what will happen next in the stories and younger children clap and giggle. The childminder has ensured that all children develop an early love for literacy.

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:

- further strengthen hygiene routines to even more securely support children's good health.

Setting details

Unique reference number	EY435855
Local authority	Sefton
Inspection number	10368370
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	18 March 2019

Information about this early years setting

The childminder registered in 2011 and lives in Formby, Merseyside. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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 2025