

# Childminder report

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Inspection date:

11 September 2019

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision requires improvement

Children are happy and content in the childminder's care. They have developed warm and trusting relationships with her as they enjoy sitting on her knee for cuddles. Children enjoy playing with activities they have chosen for themselves. For example, older children ably problem solve as they play with a shape sorter. Younger children keenly make marks with pens. However, the childminder is less effective at engaging children in planned activities. For example, during song time children show little interest, do not listen and quickly become disengaged in their learning.

The childminder has some weaknesses in her teaching. She interacts with children, but often fails to build on children's learning during play. The childminder does not fully consider the learning environment and some activities lack challenge and purpose.

That said, children's behaviour is good. They know to tidy away resources when they have finished playing. Children are sociable and play well together. They know how to share resources and take turns.

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

- The childminder encourages children to be independent. For example, children prepare their own snack, feed themselves and manage their self-care.
- Children are provided with experiences to learn about the wider world, to enrich their learning and development. For example, children enjoy attending local community sessions, the library, farm and museum.
- Children are confident in understanding how to keep themselves safe. For example, older children re-enact the fire evacuation procedure and know who to contact in case of an emergency.
- The childminder promotes children's health and well-being by providing children with nutritious meals and snacks. Children enjoy growing their own fruit and brushing their teeth, and follow good hygiene routines.
- The childminder offers praise and encouragement for children's efforts and achievements, helping to build their confidence and self-esteem.
- Children are beginning to learn about positive behaviour. They respond well to rules and boundaries and know to use their manners.
- The childminder does not always consider the effect background noise has on children's listening and attention skills. For example, during snack time children become distracted by the television and this impacts on their ability to engage in learning opportunities.
- At times, during planned activities, the childminder does not communicate clearly to children what she wants them to learn. Consequently, children do not

know what is expected from them.

- Partnerships with parents are suitable. The childminder gathers detailed information from parents when children first start. However, she has not fully considered how she can support parents to continue their children's learning at home to ensure continuity in teaching.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has undertaken suitable training to enhance her understanding of safeguarding and wider child protection issues. She is fully aware of the signs that may suggest children and their families are potentially at risk from extreme views and ideas. The childminder knows the procedures to follow if she has concerns about a child's welfare or if an allegation is made against herself or family member living in the household. The childminder maintains a relevant first-aid qualification. This enables her to respond appropriately in the event of an accident or emergency.

## **What does the setting need to do to improve?**

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

- consider the learning environment and experiences provided to children to ensure they are fully engaged and challenged in their learning
- provide clear explanation and guidance during planned activities to help children understand what is expected from them to enable them to make progress in their learning
- strengthen partnership working with parents to share more regular information and ideas about children's ongoing care and learning, to further promote continuity.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY348261  |
| <b>Local authority</b>             | Liverpool   |
| <b>Inspection number</b>           | 10109749  |
| <b>Type of provision</b>           | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder   |
| <b>Age range of children</b>       | 1 to 3  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 6   |
| <b>Date of previous inspection</b> | 9 June 2014   |

## Information about this early years setting

The childminder registered in 2007 and lives in West Derby, Liverpool. The childminder operates Monday to Friday, 8am till 5pm, all year around, except for bank holidays and family holidays. The childminder provides funded education for three-year-old children. She holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Adele Banton

### Inspection activities

- The childminder discussed with the inspector what she wants children to learn and why.
- The inspector observed the childminder's interactions with children and evaluated the impact this had on children's learning.
- The inspector had a tour of the premises and looked at relevant records, documents and policies.
- The inspector spoke with children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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