

Childminder report

Inspection date: 1 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder provides a homely environment where children show a strong sense of belonging. Children who have recently started at the provision settle quickly. This is supported by the childminder's sensitive approach to helping children to get used to their new surroundings.

Children display positive behaviour and are responsive to the clear routines and boundaries in place. When challenging behaviour arises, children respond well to the childminder's reminders about being kind and making good choices. The childminder uses praise and encouragement in abundance. This helps children to feel secure and valued.

The childminder and co-childminder have high expectations for every child. They use careful observation to gain an in-depth understanding of children. This helps them to plan fun and meaningful play experiences. Children demonstrate a positive attitude towards learning. They confidently explore the environment, experimenting with the wide range of resources available.

Children love to be in the company of the childminder and co-childminder. They regularly check in with them for emotional reassurance. This secure base helps children to feel confident to try new things, promoting a 'can-do' attitude. Children regularly engage in turn taking, sharing and working as a team. This is further supported by the respectful interactions that are consistently modelled by the childminder and co-childminder.

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

- The childminder is highly organised. Alongside her co-childminder, she uses the views of children, parents and other professionals to review the quality of the provision. This helps to assess what works well and what needs to change. For example, they recently enhanced the outdoor area to support children who learn better outdoors.
- The childminder supports children's move to school with care. She develops close links with other settings that children attend and shares progress with key people. This promotes a joined-up approach to the care and education of children.
- The childminder has established strong relationships with parents. They comment on the high level of care their children receive and how their children are thriving. The childminder uses these positive relationships to help parents develop an interest in their child's learning. For example, children bring library books home that they can enjoy these with their parents.
- The childminder and co-childminder use their knowledge of children and their

families to help children gain the skills they need for later learning and life. For example, children enjoy outings to the beach, park, farm and local football stadium. This helps them to develop an understanding of the wider world.

- Children are developing their independence. They become confident at self-help routines such as handwashing, feeding, dressing and toileting. Children enjoy healthy, home-cooked meals and have regular opportunities to be physically active.
- Children become animated and excited when they discuss books. The childminder reads aloud with children, encouraging them to interact with the story, using their fingers to explore the words and pictures. This helps children to understand that print carries meaning. For example, children discuss the need to be environmentally aware and how 'rubbish belongs in the bin, not the sea'.
- The childminder uses risk assessment well to ensure the areas that children access are free from harm. Children are taught to develop awareness of how to keep themselves safe. For example, they learn about road safety and the importance of staying together when out in the community.
- The childminder knows what children need to do next in their learning. However, her teaching does not always make the most of potential learning opportunities, particularly in relation to mathematical development.
- Children initially engage well in focused activities with the childminder. However, at times, these experiences are not adapted well enough to maintain children's interest and support their concentration skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and co-childminder note possible signs and symptoms that might indicate if a child is at risk from significant harm or abuse. They attend safeguarding training and are aware of the procedure to follow should a concern arise. The childminder and co-childminder are knowledgeable on how to identify and respond to concerns relating to children at possible risk of radicalisation or extreme views. They know what action to take should an allegation be made against them or anyone else living in the household.

What does the setting need to do to improve?

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

- improve activities offered to children to enhance their understanding of mathematics even more
- ensure that focused activities are appropriately adapted to meet the diverse ages and learning needs of every child.

Setting details

Unique reference number	EY229589
Local authority	Liverpool
Inspection number	10109675
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 March 2014

Information about this early years setting

The childminder registered in 2002 and lives in the Hunts Cross area of Liverpool. She operates Monday to Thursday from 8am to 5.30pm, except for bank holidays and family holidays. The childminder works with a co-childminder.

Information about this inspection

Inspector

Aisling Culshaw

Inspection activities

- The inspector observed the quality of teaching. She assessed the impact this has on children's learning and development.
- A joint evaluation of an activity with the co-childminder was completed with the inspector and the childminder.
- The inspector held discussions with the childminder and co-childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- When appropriate, the inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents through reading the 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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