

Childminder report

Inspection date: 14 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder strives to create a stimulating provision for all children. Babies, who are new to the setting, quickly develop strong bonds with the childminder. They react positively to her warm interactions. Babies demonstrate that they feel safe, happy and emotionally secure. The childminder gives children good eye contact and speaks with them fondly. Babies respond well to the childminder's encouraging social interactions. They smile and babble back to her, practising their early communication skills. The childminder observes what babies do as she plays alongside them. She provides simple narratives to help to support their early language skills effectively.

The childminder uses her good knowledge of how children learn to engage them well in play. Children are keen to join in with activities and sustain good attention levels for their age. This becomes apparent when babies investigate with sensory materials. They use all their senses to explore what they find. For example, they enjoy the feel of soft, see-through material on their skin. Babies become alert to crinkle sounds that tactile toys make. They enjoy observing bubbles floating in the air. Babies are fascinated as they watch them burst when they touch the floor.

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

- The well-qualified childminder uses sign language to support children's developing communication skills. She emphasises words clearly and models vocabulary well. This includes when reading stories and singing songs with children. The childminder sings to children in a way that excites and engages them. For example, babies interact positively in music-and-movement activities. They enjoy these experiences and beam broadly as they move to familiar action rhymes.
- The childminder takes children into the community. This helps to enhance their experiences of the wider world. For instance, children access 'sing-and-sign' sessions at the library. They take part in physical activities at soft-play centres. This supports children to develop good communication skills and physical skills effectively.
- Babies develop good physical skills. The childminder places intriguing play objects just out of reach to encourage babies to crawl. She provides babies with opportunities to develop strength in their body. For example, the childminder encourages them to lie on their tummy and hold themselves up. She recognises this is important for their physical development. Occasionally, the childminder misses some opportunities to support babies to build on their good self-care skills further.
- The childminder completes regular training to help her to continually improve her skills. For instance, she has recently accessed training to support older

children's literacy skills. The childminder uses the information gained to encourage older children to link letters and sounds. She helps them to recognise the initial letter sounds in their names. This helps to prepare older children for future learning and school.

- The childminder weaves mathematics through activities well. She consistently models counting as children play. For example, the childminder counts beakers as she stacks them for babies to knock over. She sings counting songs and rhymes, modelling using her fingers to count. The childminder provides activities for older children to teach them about quantities. For example, she encourages them to weigh and measure ingredients to make a dough. Older children enjoy creating gingerbread characters from their favourite stories.
- The childminder builds positive relationships with parents. She keeps parents informed about their child's day and of their ongoing development. Parents are very complimentary about the service they receive. They say their children enjoy attending and make good progress in their development. The childminder involves parents in their children's learning. For example, children take home library books they have chosen with the childminder to read with their parents. This helps children to develop a fondness for reading. At times, the childminder does not ensure that all parents are fully aware of all policies and procedures. Very occasionally, there is not a clear and shared understanding of how to further support children's individual care needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of child protection matters. She knows the procedures to follow should she be worried that a child's welfare is at risk. The childminder has a good understanding of the 'Prevent' duty. She is alert to wider safeguarding issues, including how to recognise the risks associated with radicalisation. The childminder accesses regular safeguarding training. For example, she has recently updated her knowledge of the referral procedures. She understands how to contact the relevant agencies and professionals, when required. The childminder completes regular risk assessments of her home and for outings. This helps to maintain children's safety and welfare.

What does the setting need to do to improve?

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

- encourage babies to build on their good self-care skills even further
- strengthen methods of communication with all parents, particularly around policies and procedures, to provide a clear and shared understanding of how to support children's individual care needs further.

Setting details

Unique reference number	322153
Local authority	Liverpool
Inspection number	10106255
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 February 2015

Information about this early years setting

The childminder registered in 2000 and lives in Wavertree, Liverpool. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The childminder explained to the inspector how she promotes children's learning and development.
- The inspector observed the quality of the childminder's teaching and interactions with children. She considered the impact this has on children's learning.
- Parents' views were considered through written feedback provided.
- Discussions were held with the childminder and children at appropriate times during the inspection.
- The inspector sampled some documentation, including evidence of the childminder's qualifications.

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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