

Childminder report

Inspection date: 8 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle well in the childminder's home-from-home environment and develop close bonds with her. The childminder has high expectations for children and what they can achieve. Children often check in for emotional reassurance. This secure base also gives children the confidence to try new things. Children happily engage in the resources provided, using support from the childminder when required. They have good opportunities to repeat activities that interest them. For example, children enjoy pushing toy vehicles down a piece of guttering, which enables them to explore and express their ideas and thoughts through play.

The childminder organises regular outdoor activities for children, which helps to support their knowledge of the natural world and their social and physical development. For instance, children enjoy visits to museums, farms, beaches and parks. They learn how to keep themselves safe while they are out. Children show good levels of engagement in activities and eagerly explore and make new discoveries. For example, they build sensory musical instruments to play with. Toddlers pick up pom-poms, using good hand-to-eye coordination to place them inside a bottle. The childminder uses opportunities such as these to encourage children to count and learn new words. This helps to develop children's early mathematics and communication and language skills.

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

- The childminder provides a calm and relaxing atmosphere where children can play and learn. Children are busy and engaged. They welcome praise and recognition for their achievements, which helps to raise their self-esteem and confidence.
- The childminder reflects on the service she provides and identifies ways to further improve her provision. For example, she has recently enhanced the writing and reading area with mark-making resources and books of interest. This has had a positive impact on children's development. For instance, when the childminder reads a familiar rhyming picture book, she encourages them to anticipate the rhyming word. This helps children to make predictions for when they eventually learn to read and strengthens their early reading skills.
- The childminder uses her experience and what she knows about children to plan interesting experiences that support children's next steps in learning. She supports children's communication and language skills. The childminder models language for younger children. She provides clear explanations to help children understand, which supports them to think and reason. Children beam with pride as they talk about members of their families. Children are confident and expressive communicators.
- The childminder observes children regularly and assesses their individual

learning needs. Overall, she uses this information well to plan and provide a broad range of activities. However, at times, she does not plan some adult-led group activities as well as others.

- Partnerships with parents are well established. The childminder regularly updates parents about their children's learning and care needs. For example, she shares an online programme which she uses to track children's progress, share photographs and record her ongoing observations of children. Parents are highly complimentary about the care their children receive.
- Children develop positive relationships with each other. Older children are caring and considerate with younger children. For example, they pass them their drinks from the table. Children develop a sense of responsibility, such as helping to tidy up. They learn about how to keep themselves healthy. Children follow regular hygiene routines, including washing their hands before eating their snack. Older children are confident to express their needs, such as to use the toilet.
- The childminder continues to build on her skills to support her good practice, such as through online training and seminars. This helps to maintain her knowledge and understanding. For example, training relating to supporting younger children has helped her to adapt her teaching for different age groups.
- The childminder teaches children about their own and others' similarities and differences. Children listen to music from around the world, learn about different religions and celebrate festivals and religious dates. This includes exploring Diwali, Chinese New Year and Christmas. The childminder includes other languages children speak at home in her setting. For instance, she uses words and numbers in other languages children speak.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and a clear understanding of safeguarding. She has a good understanding of her role and responsibility to take action, should there be a concern about a child in her care. The childminder has completed a child protection training course. This has supported her secure knowledge of the signs and symptoms that may indicate a child is at risk or more vulnerable to abuse. The childminder has clear information and processes to follow should any allegations be made. She 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:

- review the planning of some adult-led group activities to help refine children's learning experiences and offer more precise challenges that match their individual development.

Setting details

Unique reference number	EY547387
Local authority	Liverpool
Inspection number	10133744
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Aigburth, Liverpool. She operates during term time from 8am to 5.30pm, Monday to Friday. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- The inspector had a tour of the childminder's home. She discussed with the childminder how she organises her setting and how she plans the curriculum for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- Several discussions were held between the inspector and the childminder at appropriate times during the inspection.
- The inspector viewed relevant documentation, including evidence of the suitability of all adults living on the premises.
- The inspector took account of the views of children spoken to on the day. Parents' views were taken account of from 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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