

Childminder report

Inspection date: 24 January 2020

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 has high expectations for all children. She places a strong focus on learning through play in the outdoor environment. Children have daily opportunities to explore the outdoors. They plant seeds and watch them grow. Children learn where their food comes from. They harvest the produce and are keen to try out new tastes. The childminder is also a qualified chef. She uses her expertise to include the fresh ingredients from the garden in enticing dishes that children enjoy eating. This helps children to develop an understanding of healthy food options.

Children are curious investigators who develop a good understanding of the natural world. They learn about the life cycles of different creatures. For example, children watch as frog spawn changes into tadpoles who then grow into frogs. They observe how a caterpillar becomes a chrysalis and then transforms into a butterfly. The childminder and her assistant give plenty of praise and affection to children. This helps them to feel safe. Children are happy, settled and confident. They behave well. The childminder encourages children to learn to share and take turns, for example, when they want to play with the same toy. Children listen well and respond positively to adult instructions.

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

- The childminder creates a curriculum that builds on what children already know and can do. She uses information from her observations of children to assess their individual learning needs. Overall, she plans an interesting range of activities that children enjoy. However, at times, adult-led group activities do not engage some children as deeply as others.
- The childminder and her assistant support children to build on their vocabulary. For example, they sing songs and read stories with children, who enjoy listening and join in with the actions and missing words. Children pretend to fly like a bird from a favourite book. They move their bodies and 'swoop like a starling' around the room. The childminder and her assistant readily engage children in conversations. Their positive interactions help to promote children's communication and language skills.
- The childminder supports children's understanding of the world very well. She teaches them about the importance of respect, acceptance and tolerance. Children enjoy interesting outings in the local community. For example, they visit places of worship, such as mosques and churches. Children experience listening to a gospel choir. They show awe and wonderment when they observe colourful patterns on the ground created by sunlight streaming in through the stained-glass windows.
- Partnerships with parents are positive. The childminder regularly updates parents about their children's learning and care needs. She shares information in

a variety of ways, including through daily discussions and sending home photographs of children engaged in activities. Parents are complimentary about the care their children receive. They comment that their children have come on well with their speaking and social skills.

- The childminder works well with other professionals involved with children's care and learning. She accesses specific training to help to meet children's individual needs. For example, the childminder supports any medical or dietary needs children have. This includes following detailed health-care plans, where required. She purchases additional toys and equipment to help to support children's development further.
- The highly qualified childminder is committed to ongoing improvements to the quality of her provision. She is ambitious and has high expectations for what children can achieve. The childminder has daily discussions with her assistant to evaluate what goes well and how they can implement new ideas. However, the childminder does not sharply monitor her assistant's practice to enhance her confidence further and raise the quality of teaching to the highest level.
- Children demonstrate positive attitudes to learning. For example, older children show good levels of concentration. They persevere at a given task and take pride in their achievements. Younger children show a keen interest in numbers. They can count to 10 with confidence. Babies develop good physical skills. They show a 'can-do' attitude as they pull themselves up to stand using items to support their balance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant access regular training to help to keep their safeguarding knowledge up to date. They can identify the signs and symptoms that may indicate that a child is at risk of harm. The childminder is also aware of wider safeguarding issues and who to contact if she is concerned about a child in her care. The childminder completes daily risk assessments for her home, garden and outings. For example, she ensures that the pond is always covered with a metal grid. This helps to keep children safe as they play in the garden.

What does the setting need to do to improve?

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

- review how some adult-led group activities are planned so that learning experiences challenge all children and precisely match their individual development
- monitor the assistant's practice more sharply to help to enhance her confidence further and raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY412346
Local authority	Liverpool
Inspection number	10106123
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	24 November 2014

Information about this early years setting

The childminder registered in 2010 and lives in Anfield, Liverpool. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 5. She works with one full-time assistant every day and three part-time assistants, when required. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The childminder discussed with the inspector how she organises the curriculum for children in her care.
- The inspector observed children at play and discussed their development with the childminder.
- The childminder and the inspector completed two joint observations together.
- Children, the childminder and the assistant spoke to the inspector at appropriate times during the inspection.
- The inspector spoke with some parents. She took account of written feedback some parents had 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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