

Childminder report

Inspection date: 20 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	Met
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What is it like to attend this early years setting?

The provision is good

The experienced childminder provides a safe, caring and well-resourced environment for children to play and explore. Children enjoy their daily outings to local playgroups, parks and museums. This gives them many opportunities to be physically active and develops their social skills. It also provides opportunities for them to learn about the community they live in and the wider world.

Children make good progress in their learning and development. The childminder develops children's communication and language skills well. She talks to children about what they are doing and introduces new words to help increase their vocabulary. For example, children confidently use the word 'stethoscope' as they check the health of their toy bear. They talk about food going down their oesophagus before reaching their stomach. The childminder encourages the development of babies' early communication skills. For example, she emphasises new words and models the sounds animals make as babies place wooden animals into an ark.

The childminder is calm and nurturing. She models good behaviour and regularly praises children for their achievements. Children behave well and are eager to help keep their play environment tidy. They play together harmoniously, share toys and take turns. Babies develop strong bonds with the childminder and enjoy sharing cuddles.

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

- The childminder supports children to develop their early mathematical skills. Children learn to count and compare sizes in their everyday routines and activities. For example, they enjoy cutting up their banana at snack time. They confidently count the pieces on their plate. They proudly represent the number of pieces with their fingers to the childminder. They enjoy using a tape measure in their play. They understand that the number on the tape measure tells them how long something is.
- The childminder has established good working relationships with parents. She works closely with them to ensure children develop the necessary skills for the next stage in their learning. Parents receive updates about their children's achievements and are encouraged to continue children's learning at home. For example, parents frequently take books home to share with their children. This helps to support children's early reading skills.
- The childminder delivers a good quality of education. However, she has not considered further professional development opportunities to improve the quality of her practice to a higher level.
- Children benefit from a broad curriculum. The childminder understands what

children like to play with. She uses these interests effectively to plan activities to support their learning. However, she has not thought about how she can provide children with more writing experiences during their play.

- Children show that they are keen and motivated to learn. They enjoy painting and decorating a winter scene. They think carefully about the features they want to create. They show high levels of concentration and focus as they draw a picture of a snowman. They take pride in their achievements. For example, they hold up their winter picture confidently for all to see.
- Children enjoy listening to and sharing stories. Young children show that they can hold books correctly. They snuggle up close to the childminder and become absorbed in looking at the pictures in books. The childminder skilfully encourages them to point to familiar characters and objects. They show delight as they find what they are looking for.
- Children enjoy a range of healthy home-cooked meals. The childminder encourages children to talk about foods that are healthy and where they are grown. Children happily recall a time when they picked strawberries with the childminder in a nearby farm.
- The childminder encourages children to develop their independence and self-care skills. Children wash their hands before eating food and carefully use knives to cut through fruit. The childminder helps children to make choices about the resources they would like to use while completing an art activity. She respects their choices and ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to refresh her knowledge of safeguarding policies and procedures. This helps her to keep up to date with changes in legislation and policy. The childminder has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She is confident about her procedures and knows what to do if she is concerned about the welfare of children. The childminder teaches children who to contact in an emergency. Young children confidently explain that they ask for the police or the fire service after they have dialled 999.

What does the setting need to do to improve?

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

- provide further opportunities for children to develop their early writing skills
- use professional development opportunities to help raise the quality of practice to a higher level.

Setting details

Unique reference number	EY383887
Local authority	Liverpool
Inspection number	10132559
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 September 2014

Information about this early years setting

The childminder registered in 2008 and lives in Speke, Liverpool. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Howard

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector discussed self-evaluation, safety arrangements and the childminder's policies and procedures. She checked evidence of the childminder's suitability and training certificates.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- A joint evaluation of an activity was completed by the inspector and the childminder.
- The inspector looked closely at the progress children make across the areas of learning.
- Parents' views were considered 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

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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