

Childminder report

Inspection date: 17 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children are highly confident individuals, who are very self-assured in new social situations. They show that they feel very safe and secure in the setting. Children develop incredibly strong bonds with the childminder and her assistant. They often go to them for cuddles and tell them, 'I love you'. Children's behaviour is impeccable. They consistently use excellent manners and show great kindness and consideration for each other. Children are happy, share and take turns amicably. The childminder and her assistant are excellent role models for children. They are very patient and kind.

The childminder ensures that fun is always at the top of the agenda for children in her setting. She strives to give children memorable experiences that they will remember for the rest of their lives. The childminder takes children on an abundance of exciting places in the community. For example, children are in awe when they see tall ships at the docks in the city centre. They learn with great enthusiasm about the adventures of different characters who sail on the sea. Children talk about the tremendous fun they had when they dressed up as pirates and pretended to 'walk the plank'. They become animated as they share their thrilling experiences.

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

- The childminder helps children to learn about the differences and similarities between themselves and others. For instance, they visit synagogues, cathedrals and churches, and learn about other religions. Children are in awe when they see giant, large-scale models of the earth and the moon hanging from a ceiling. They learn about the universe, the world and where they live in relation to others. Children light a candle to remember and pray for people who have 'gone to heaven'. They state, 'I blew a candle out for nanny as she went to the stars.'
- The childminder involves children in local support schemes to help them to express kindness to others. For instance, she takes them to buy items to contribute to a local food bank. Children develop an awareness of helping those who are less fortunate than themselves.
- The childminder works very well in partnership with other settings, professionals and agencies. She knows how to support children who need early help interventions. The childminder signposts parents to external guidance, in addition to offering her own help and advice. For example, she gives parents ideas on how to support children's speech and language development at home.
- The childminder and her assistant support children's verbal communication skills very well. For instance, they use their own clear language when talking to children. The childminder and her assistant ask skilful questions and give children plenty of time to think and respond with an answer. They consistently

repeat words and phrases after children to help them to learn the correct pronunciation. Children progress well with their speaking skills.

- Partnerships with parents are strong. The childminder keeps parents well informed of their child's day and what they learn. Parents' feedback is very complimentary. For example, they say that their children are so confident, and they adore the childminder and her assistant. Other comments describe how children enjoy the homely feel of the provision and they access a fabulous range of activities.
- The highly qualified childminder and her well-qualified assistant access training and webinars to help them to improve their skills. They use information gained well to support children's individual needs. The childminder and her assistant use various ways to support children to manage their feelings and emotions. For example, they distract children by going out for a walk, helping them to calm down. They use simple explanations and help children to talk about how they are feeling. Children learn to understand how their behaviour may impact on others.
- The childminder builds a well-designed curriculum that promotes children's learning across all areas. Overall, the childminder and her assistant work well together. They check that children enjoy the activities that they provide. However, there are times when the childminder does not consistently ensure that younger children are fully engaged in large-group activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant frequently refresh their knowledge of child protection issues. They access regular training about wider safeguarding matters. The childminder ensures that her assistant understands the setting's policies and procedures. They both know what to do should they have any concerns about a child's welfare and to report any concerns to the correct agencies. The childminder and her assistant are highly aware of potential hazards to children and implement effective risk assessments. For instance, they know that babies explore using their mouths, so they ensure that they check that there are no small parts that could cause a choking hazard.

What does the setting need to do to improve?

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

- review the organisation of large-group activities so that younger children are consistently highly engaged in their learning.

Setting details

Unique reference number	EY251273
Local authority	Liverpool
Inspection number	10106107
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	12
Number of children on roll	11
Date of previous inspection	25 July 2014

Information about this early years setting

The childminder registered in 2003 and lives in Hunts Cross, 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 6. She works with an assistant who is qualified at level 3. 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 designs and organises the curriculum for the children in her care.
- The inspector and the childminder completed a joint observation together.
- Children, the childminder and the assistant spoke to the inspector at appropriate times during the inspection.
- Parents' views were considered by the inspector through written feedback that some parents had provided.
- The inspector checked evidence of the suitability of the childminder and the assistant. She checked evidence of their 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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