

Childminder report

Inspection date: 14 January 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	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide a warm, homely environment. Children are extremely happy and feel secure. For instance, they eagerly greet visitors and talk to them about what they are doing. Older children are keen to show visitors around the childminder's home. They excitedly point to the photographs on the wall as they recall the activities captured.

The childminder and her assistant plan a range of activities that help children to build on their existing knowledge. For example, the childminder discusses size and shape as children enjoy mark-making activities. Older children count how many pom-poms they have collected and discuss who has the most. This supports them to explore early mathematical concepts. The childminder and her assistant have high expectations for children's behaviour. Children behave extremely well and show empathy for others. For instance, older children negotiate the use of popular toys without prompting. They think of their own solutions to include all children fairly.

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

- The childminder and her assistant have excellent two-way communication about children's learning and development. This helps them to work together to support children to build on their existing skills and knowledge. Parent feedback is extremely positive. This indicates that are very happy with the care that their children receive.
- Overall, the childminder and her assistant provide good opportunities for children to develop and extend key skills. For example, older children talk about cold weather as they enjoy exploring the toy artic animals. The childminder's assistant encourages children to think about what clothes they wear in winter to keep them warm. However, sometimes, in group activities, younger children are not always supported to engage effectively. This means that younger children cannot make the most of the learning opportunities available to them.
- Children are highly motivated and curious. For instance, younger children concentrate as they explore making different sounds. Older children show high levels of perseverance as they try to use tweezers to pick up small objects.
- The childminder and her assistant know children extremely well. For example, they interpret younger children's early communication. They help children to label their feelings, for example feeling tired. The childminder promptly responds to children's needs. This helps them to feel secure.
- Children have a clear understanding of the importance of a healthy lifestyle. Older children tell visitors that 'eating vegetables will make me grow and keep me healthy'. They confidently explain why they need to wash their hands. The childminder provides frequent opportunities for children to be active outdoors.

For instance, they enjoy the challenge of using play equipment in local parks. Indoors, they giggle as they pretend to waddle like penguins.

- Children have extensive opportunities to learn about other communities and families. The childminder and her assistant take children on many outings. For example, they enjoy visits to Chinese supermarkets. The childminder talks to children about why their friend does not celebrate Christmas. Children learn about festivals, such as Eid. This helps them to gain an understanding of significant celebrations in the lives of their other children attending.
- It is evident that the childminder and her assistant are passionate about their work. They evaluate their provision and make changes that benefit children. For example, they have recently reviewed the organisation of resources. They comment that the change has enabled younger children to access resources independently. The childminder supports her assistant to access training to continue his professional development. However, she does not yet have a sharp focus on helping him to identify ways to further raise the already good quality teaching of the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant keep their safeguarding knowledge up to date. This helps them to have a secure understanding of how to keep children safe. They describe the action to take if they have concerns about children's safety for well-being. The childminder talks to older children about how to stay safe when using online technology. Robust policies and procedures support children to explore and learn in a safe environment. The childminder and her assistant teach children strategies to keep themselves safe when out and about. For example, they make children aware of the dangers of approaching unknown dogs.

What does the setting need to do to improve?

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

- strengthen ways to support younger children's engagement in group activities
- build on arrangements for supervising and supporting childminding assistants, to help to raise the overall quality of teaching to the highest level.

Setting details

Unique reference number	EY281318
Local authority	Liverpool
Inspection number	10109702
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	12
Number of children on roll	23
Date of previous inspection	29 October 2014

Information about this early years setting

The childminder registered in 2004 and lives in Liverpool, Merseyside. She operates Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 4. She offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The childminder and the inspector jointed observed an activity. They discussed the quality of teaching and the impact on children's learning.
- The inspector interacted with children and the childminder's assistant at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of the suitability of people living in the household.
- The childminder and her assistant discussed children's learning and progress with the inspector, including their next steps and interests.
- The childminder showed the inspector around her home. They looked at the range of resources available for children's use and discussed how these support children's learning.
- The inspector looked at parents' written testimonies and took these into account.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020