

Childminder report

Inspection date: 10 June 2021

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 are settled and confident in the well-organised environment. They have formed very strong bonds with the childminder and with each other. This helps children to feel safe and secure. Children have been taught about rules and boundaries and about what type of behaviour is expected. They are polite, courteous and have a positive attitude to learning.

Children have high levels of concentration and engagement. They learn to work as a team when 'going on a bear hunt' and building a bridge to help them cross 'a river.' Children talk about the importance of the bridge being made of bricks to make it strong enough to walk across. The childminder subtly uses this opportunity to teach children how to predict and to count the number of bricks they need. Children's mathematical development is very good.

The childminder shares lots of information about children's development with parents. She works hard to ensure that there is a consistent two-way flow of communication and that parents are confident to extend children's learning at home. Although some procedures for information sharing have changed due to Covid-19 (coronavirus), parents still feel involved. They are extremely happy and complimentary of the childminder. Parents comment about the excellent progress children make in their development.

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

- The childminder gets to know children very well when they first start. This helps her to gain a good understanding of what they already know and can do. The childminder uses her good knowledge of child development to create a broad and interesting curriculum. She skilfully adapts her teaching to meet children's individual needs and to help them to make good progress. Regular monitoring and assessment of children's development means that any gaps in learning are swiftly identified and are addressed.
- Children's literacy development is promoted well. They have learnt to recognise and to sound out letters from their name and from different words within the environment. The childminder carefully selects interesting books that ignite children's curiosity and promote discussion. Children are delighted to role play different scenes from stories they have read. They accurately remember and confidently discuss key events and familiar phrases from books they enjoy. The childminder asks children lots of open-ended questions to promote their thinking skills. However, occasionally, she does not give them enough time to respond before giving them the answer.
- The childminder provides frequent opportunities for children to practise their physical skills. For instance, children strengthen their small muscles when

manipulating their hands and fingers into different positions to make shadow puppets. The outdoor area gives children lots of space and equipment to exercise and to learn new ways of moving. Children enjoy climbing onto crates and jumping off forming different shapes with their body. The childminder sensitively reminds children of how to keep themselves safe when climbing and jumping.

- Children have learnt to treat each other with kindness and respect. They offer praise and encouragement, and congratulate each other on achievements. The childminder has adopted effective ways of promoting positive behaviour and boosting children's self-esteem. Children learn about similarities and differences between themselves and other people. They are quickly learning to understand the importance of equality and diversity.
- The childminder places a high priority on her own professional development. She identifies areas she wants to improve on and seeks out relevant training to extend her knowledge and understanding. The childminder uses what she has learnt from training to support the children in her care. She is passionate about providing a high-quality, inclusive service for all families.
- Children show a good level of independence. They manage their own care routines, put on their shoes and tidy the playroom. They understand the importance of robust hygiene procedures and how to keep themselves healthy and safe. Children are rapidly gaining the skills they need for the next stage in their learning.
- Partnership working with local schools and other providers is still in its infancy. This means that arrangements in place for children who are moving on to school or nursery are not yet robust enough to ensure a smooth transition.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility in keeping children safe. She can discuss the signs and symptoms of abuse and has clear procedures in place to follow if she is concerned about a child. The childminder can identify children and families that may be at risk of being drawn into extreme behaviours. She completes regular training to keep her knowledge up to date. Regular risk assessments ensure that the environment is safe and secure for children.

What does the setting need to do to improve?

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

- give children enough time to think about and respond to the questions they are asked
- strengthen partnership working with other providers to ensure a smooth

transition for children moving to school or nursery.

Setting details

Unique reference number	EY552897
Local authority	Liverpool
Inspection number	10174449
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Liverpool. She holds an appropriate qualification at level 3. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder gave the inspector a tour of the property and discussed how the curriculum is organised and is implemented.
- The inspector observed the quality of teaching indoors and outdoors, and she evaluated the impact on children's learning.
- Discussions were held with the childminder and the children at appropriate times throughout the inspection.
- Documentation relating to the suitability of people living and working on the premises was checked. The inspector looked at paediatric first-aid certificates and qualification certificates.

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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