

Childminder report

Inspection date: 8 July 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 thrive in the warm and welcoming environment. They settle quickly and happily. This demonstrates that children feel safe and secure. Children show high levels of engagement as they explore the various play opportunities available.

Children respond well to the clear boundaries and routines in place. They are kind and courteous to their friends. For example, children request to wait for their friends to join them at the table so they can all enjoy their meals together. There is a real sense of nurture which is modelled by the childminder's positive and engaging attitude. The childminder has high expectations for every child. Her home is located next to woodlands which she uses to plan experiences that support children's learning and development. Children use the woodlands to enjoy searching for minibeasts. They learn to take appropriate risks as the childminder supports children to climb, balance and explore in the woodland terrain. The childminder uses her strong early years knowledge to plan a curriculum which is exciting and ambitious.

Parents are highly complimentary about the childminder. They comment on the positive progress their children have made since starting their placement with the childminder. Parents describe how supportive the childminder has been during the COVID-19 (coronavirus) pandemic. They describe how fortunate they have been, 'to land such an attentive, caring, professional and all-round fantastic childminder'!

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

- The childminder discusses the importance of celebrating diversity. She encourages children to learn about cultural celebrations, such as Chinese New Year and Eid. The childminder also talks to parents about family cultures, customs, and beliefs. She uses this knowledge to help children learn about experiences beyond their immediate families.
- The childminder uses books and resources, such as the 'emotions monster', to encourage children to consider the feelings and emotions of themselves and others. Children use low-level mirrors and their 'wooden spoon emotions faces' to explore what their faces look like when they feel happiness, sadness, anger and excitement. These experiences help to develop their personal, social and emotional development.
- Children are encouraged to engage in self-care routines that promote their independence. When they are ready, children are supported to use the toilet and wash their hands independently. Children also use utensils to prepare their meals. The childminder talks to children about different foods and discusses healthy eating.
- Since the COVID-19 pandemic began, the childminder now has additional health

and safety measures in place. She helps children to understand how they can keep themselves safe in fun and engaging ways. Children brush different colours of paints on their hands to imitate germs. They giggle with delight as they shake hands with their friends, mixing the different colours together. Children show understanding by describing how germs are spread and how they can make them disappear by washing their hands.

- The childminder is a clear communicator and uses questioning to encourage children to use their voice and express their views. However, on occasion, the childminder does not give children enough time to think and respond before giving them the answer.
- The childminder understands the importance of getting to know children and their families. She develops strong partnerships with parents when children first start attending. The childminder uses ongoing observation to assess what children know and can do. This helps her to plan purposeful next steps and to identify any gaps in learning early.
- The childminder understands the importance of ensuring every child has the best possible start to their early education. She uses her good knowledge of children and their families to identify areas that can support children to thrive. For example, the childminder focuses on outdoor play and exercise to support children who do not have a garden.
- The childminder's qualification and excellent commitment to continuous professional development positively impacts on practice. Since her registration, she has developed her knowledge of child development and enhanced her professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of signs and symptoms that might indicate that a child is at risk from harm or significant abuse. She accesses regular safeguarding training to keep track of any local and national changes. The childminder is aware of the local referral procedures to follow should concern for a child's well-being arise. She discusses the importance of being vigilant that some families may be vulnerable to extreme views or ideas. The childminder is aware of the steps to follow should she witness malpractice by another practitioner or if an allegation was made against her or anyone else living in her household.

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 and respond to questions to further support their talking and listening skills.

Setting details

Unique reference number	EY562929
Local authority	Liverpool
Inspection number	10191314
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in the West Derby area of Liverpool. Sessions are from 8am to 5.30pm, Monday to Friday, all year round, except for family holidays. The childminder holds an early years qualification at level 6.

Information about this inspection

Inspector

Aisling Culshaw

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder gave the inspector a tour of the home and discussed how the curriculum is organised and implemented.
- The inspector observed the quality of education. She assessed the impact this has on children's learning and development.
- A joint evaluation of an activity was carried out with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as the suitability of the childminder, including her qualifications.
- When appropriate, the inspector spoke to children throughout the inspection.

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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