

Childminder report

Inspection date:

20 September 2021

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

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

The childminder provides an extremely welcoming and inviting environment where children thrive. Children have formed strong attachments with her and have made close friendships with their peers. They cheer with excitement as the childminder presents them with a box of natural materials that they recently collected together. Children are enthralled as they spend long periods of time carefully painting pine cones and rolling painted conkers. Children's behaviour is exemplary. Younger children listen attentively to the childminder. They follow her instructions excellently to learn how to make their own leaf prints. The childminder is an excellent role model for children. She has a calm and caring approach and children feel safe. The childminder consistently praises children for their excellent turn taking. In response, children congratulate each other for 'good sharing'. Children are extremely kind and considerate to each other. For example, when younger children notice their friend is upset, they rub their back to cheer them up.

The childminder adapted her provision in response to the COVID-19 (coronavirus) pandemic. She revised the collection and drop-off procedures. Children now leave parents at the door. This helps to limit the amount of close contact. Children are so settled with the childminder that they do not seem to have been affected by this procedure change.

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

- The childminder knows the children very well. She understands how they learn and what interests them. The childminder monitors the children's progress closely, and quickly identifies any gaps in their learning. She works collaboratively with other agencies when any gaps do arise. This ensures that children are supported effectively.
- The childminder provides an abundance of praise and encouragement for children's efforts. For example, she tells them 'thank you for being so kind'. This boosts children's self-confidence and helps them to understand the positive impact their actions have on others. Younger children play harmoniously together as they play instruments and sing a range of nursery rhymes together. They work excellently together as a team to tidy up the toys before the childminder counts to 10.
- The childminder has established strong relationships with parents. Parents are fully involved in children's learning. Successful methods, such as daily diaries and pictorial communication, are used to share two-way communication. Parents praise the childminder for the range of activities offered to the children. They are grateful for the suggestions of how to continue their child's learning at home.
- The childminder promotes children's mathematical skills spontaneously. Younger

children count with the childminder as they take turns to walk down the step into the garden. They count out loud as they beat the xylophone 10 times. The childminder encourages younger children to use the mathematical language 'big' and 'small' as they describe the size of conkers. She talks clearly to children to help them understand what is being said to them. However, on occasions, the childminder does not give children enough time to think and respond to questions before providing an answer.

- The childminder promotes children's physical development well. She provides interesting opportunities which promote their learning. For example, children problem-solve ways to transfer the sand from one area to another. Younger children carefully scoop the sand into small cups and teapots. They climb up the steps of the slide and giggle with glee as they roll the balls down. The childminder takes children on lots of trips. For example, they go on outings to the local parks and playgroups. The childminder runs a weekly forest school session for other childminders to attend. Children visit the local library and learn how to choose their own books to borrow. These experiences help to extend children's understanding of the world around them.
- The childminder teaches children the benefits of having a healthy lifestyle. She provides children with healthy snacks and nutritious meals. Children are able to play for extended periods without any input from the childminder. However, opportunities to embed children's developing independence skills further are limited. For example, children do not practise self-care skills such as handwashing and putting aprons on without support from the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She has a good knowledge of the signs and symptoms that indicate a child may be at risk of harm. The childminder knows how to report any concerns she may have about a child's welfare. She understands her duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours. Risk assessments are completed regularly to minimise any risks to children. Children are supervised well in all areas of the premises.

What does the setting need to do to improve?

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

- allow children more time to respond to and answer questions for themselves, to further extend their language skills
- identify more opportunities for children to practise their self-care skills, and further develop their growing independence.

Setting details

Unique reference number	EY556437
Local authority	Liverpool
Inspection number	10190478
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	2 to 9
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 Liverpool. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Olivia Barnes

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 took that into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed a specifically planned activity and then evaluated this together with the childminder.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of household members.
- Children communicated with the inspector during 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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