

# Childminder report

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Inspection date: 22 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The well-organised childminder creates a welcoming, calm and caring atmosphere. Children thoroughly enjoy spending time with her. Babies beam adoringly at the childminder as she sings nursery rhymes to them. They join in with action songs by shaking bells to the music. Older children enjoy playing their own game of musical statues. They dance to the music on the keyboard and shout 'freeze' when they pause the song. The childminder is a good role model to children. She praises and encourages children, which builds up their self-esteem. Children are encouraged to take turns and share all of the toys. Older children are considerate to younger children. For example, they turn down the music when it becomes too loud for babies. The childminder has high expectations of children's behaviour. She supports them well to learn good manners.

Following the COVID-19 (coronavirus) pandemic, children are learning good hygiene routines. They enjoy washing their hands independently and help with cleaning tasks, such as wiping the table ready for lunch. The childminder adapted her provision as a response to the COVID-19 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.

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

- The childminder has forged good links with the local nursery and other childminders. The childminder liaises regularly with other professionals. This helps to ensure children's needs are being met. Partnerships with parents are strong. The childminder seeks their views and opinions through questionnaires and values what they say. The childminder uses feedback that she receives to support any improvements. Parents are thrilled with the service the childminder provides. They are thankful for the daily updates and the support given, particularly with toilet training children.
- The childminder ensures children have plenty of opportunities to be physically active. Babies practise standing up with support as they splash in the water tray. Older children practise forward rolls on gymnastic mats. They blow their own bubbles and giggle with glee as they jump on them to pop them. The childminder takes children on lots of trips. For example, children go on outings to the local parks and playgroups. They visit local museums on the train and go to the local library to choose their own books. These experiences help to extend children's understanding of the world around them.
- Children develop independence through the many opportunities to do things for themselves and they are keen to have a go. Babies hold their own spoon to feed themselves. Older children manage their own toileting needs and dress themselves into different clothes after nursery. Older children carry their own

plates over to the table. They are very helpful and enjoy tidying the table up after mealtimes.

- The childminder has given clear thought to her curriculum. She has appropriate plans for what she wants children to know and do before they move on to nursery or school. These focused ambitions help her to ensure that children have many of the key skills they need as a foundation for their future learning.
- The childminder knows the children well. She observes them at play and makes accurate assessments of their achievements. This helps her to support children to build on what they already know and can do. However, she does not make the most of play opportunities to consistently extend and challenge older children to make the best possible progress.
- In the main, children follow the childminder's expectations for learning and behaviour. However, the childminder does not always make these expectations clear. This means that children do not always understand what is expected of them during planned activities.
- The childminder provides healthy and nutritious food. Children thoroughly enjoy their social mealtimes. Older children develop their mathematical skills as they count acorns in the outdoor area that have dropped off the oak tree and count how many magpies they can see.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibility to safeguard children. She is able to identify the signs and symptoms of abuse, including female genital mutilation and extremist influences, for example. She knows she must refer to her local contact procedures to seek advice, should she have any concerns regarding children's safety or welfare. Risk assessments are completed regularly to minimise any risks to children. Children are supervised well in all areas of the premises. The childminder teaches children about possible risks and hazards. For example, the childminder conducts a regular fire evacuation procedure with them, in the event of an emergency.

## What does the setting need to do to improve?

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

- make the most of play opportunities and daily routines, to consistently extend and challenge older children's learning
- give consistently clear messages regarding expectations of children, so that all children fully understand and follow what is expected of them.

## Setting details

<b>Unique reference number</b>	EY555067
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10174556
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Wavertree, Liverpool. She operates all year round, from 8am to 6pm on Wednesday and Thursdays.

## Information about this inspection

### Inspector

Olivia Barnes

### Inspection activities

- This was the first routine inspection the childminder received since the COVID19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector viewed the premises and the intent of the curriculum was discussed.
- The quality of teaching was observed and the inspector assessed the impact this has on children's learning.
- The childminder and the inspector evaluated an activity together.
- 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.
- Parents' views were obtained.
- Children were spoken to and the childminder and inspector held ongoing discussions 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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Piccadilly Gate  
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Manchester  
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