

# Childminder report

---

Inspection date: 4 October 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

Children are happy in this welcoming setting and they thoroughly enjoy spending time here. The childminder creates caring and nurturing relationships with children. She plans exciting activities which engage children in their play and learning. Children are excited to chop a variety of fresh fruit on their plates. They listen attentively as the childminder explains how to cut the fruit safely. The childminder encourages children to persevere with activities when they are finding them difficult. Children respond positively to her encouragement. For example, children keep trying to chop their own grapes and they celebrate together when they manage to do this successfully. The childminder is a good role model to children. She praises and encourages children, which builds on their self-esteem. Children are encouraged to take turns and share all of the toys.

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 or, if needed, parents spend a much shorter period of time inside the childminder's home. This helps to limit the amount of close contact. Children wash their hands as soon as they arrive at the setting. They are so settled with the childminder that they have not been affected by this procedure change.

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

- The childminder provides children with opportunities to learn about similarities and differences between themselves and others. For example, they learn about the dynamics of different families. Children discuss why they are proud to be themselves. The childminder provides healthy and nutritious food for children. Children enjoy their social mealtimes. The childminder helps children to understand the benefits that eating healthy food can have on their bodies and why developing healthy lifestyles is important for their health.
- The childminder takes children on a variety of outings. For example, they go to the park, woods, museums and safari park. These opportunities help children to learn about the world around them. Promoting children's health and safety is a clear priority. The childminder helps children learn about road safety and how to keep safe when they are on outings. Children pretend to cross roads with the lollipop crossing sticks at the childminder's house.
- Parents are thrilled with the service the childminder provides. The childminder seeks parental views and opinions through questionnaires and she values what they say. She uses feedback that she receives to support any improvements. For example, the childminder has adapted the curriculum to include more opportunities for children to develop their fine motor skills. However, the childminder has not yet established highly effective partnership working with other providers that children she cares for attend.

- Children develop an interest in books. They listen keenly as the childminder reads stories. Children smile with delight as they are offered the chance to join in with retelling the story. The childminder often asks children questions as she reads. Children answer with enthusiasm. This helps them to make links in their learning.
- Children are beginning to manage their own feelings and emotions. The childminder teaches children about feelings through books. Children are encouraged to use emotion cards to communicate how they are feeling. The childminder promotes opportunities that develop children's growing independence. Children access the resources that they wish to play with and take their coats off by themselves. They are beginning to manage their own toileting needs.
- The childminder develops children's communication and language skills generally well. However, she does not consistently teach children new words to expand their vocabulary and their ability to express themselves fully.
- The childminder ensures children have plenty of opportunities to count and recognise colours, numbers and shapes as they play. She skilfully reinforces this learning through enjoyable activities that capture children's interest.
- High-level care practices are in place. The childminder understands children's individual needs. She supports children through change, such as when a new sibling is born. These care practices have a significant impact on children's emotional well-being.

## 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 consistently updates her safeguarding knowledge by accessing online training. The childminder 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:**

- develop the teaching of communication and language to extend and increase children's vocabulary and acquisition of new words
- improve partnerships with other settings that children attend and share detailed information about their development.

## Setting details

<b>Unique reference number</b>	2511742
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10207806
<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>	3 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Garston, Liverpool. She operates all year round from 7.45am 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 setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting. She has taken that into account in her evaluation of the setting.
- Relevant documentation was sampled by the inspector, including evidence of the training of the childminder.
- The childminder and the inspector had a tour of the premises and completed a learning walk to ascertain the childminder's intent and rationale for the early years curriculum.
- The inspector observed the interactions between the childminder and children during the inspection and evaluated the impact this had on children's learning.
- The inspector held discussions with the childminder and children at appropriate times 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021