

Childminder report

Inspection date: 11 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and they feel safe in this nurturing and welcoming setting. The childminder is caring and has formed positive relationships with children. She has clear intentions for her curriculum. The childminder aims to extend the number of words that children know and use. She consistently introduces children to new words to extend their vocabulary. The childminder repeats words and allows children enough time to repeat the words back to her. The childminder introduces the words 'rough' and 'smooth' to children as they play the 'what's in the bag' game. She assesses children's understanding of new words. For example, the childminder introduces children to a feather and a nail brush and encourages them to describe how they feel. Children thoroughly enjoy listening to stories. The childminder encourages younger children to name fruits and animals in the story.

The childminder has adapted her provision in response to the COVID-19 (coronavirus) pandemic. She has revised the collection and drop-off procedures. Parents wear a mask during collection and drop-off times and children now leave parents at the door. This helps to limit the amount of close contact children have with people and helps to keep them safe.

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

- The childminder provides children with opportunities to develop their growing independence. Children peel and chop their own bananas at snack time. Older children access the outdoor water butt by themselves to fill up watering cans. Younger children feed themselves with spoons and access the resources independently. Children are beginning to learn to wash their own hands.
- Children's behaviour is good. They respond well to the childminder's encouragement and praise. Younger children celebrate by clapping their hands as they successfully walk across wooden planks in the outdoor area. In the main, children follow the childminder's expectations for learning and behaviour. However, the childminder does not always make these expectations clear, and children do not always do as the childminder intends. For example, children continue to play when the childminder expects them to tidy up.
- The childminder provides healthy and nutritious food for children. Children take part in activities that help them to learn about healthy lifestyles, including growing and eating their own fruit and vegetables. They grow their own strawberry and tomato plants. Children are keen to show visitors the vegetables that are growing in the outdoor area.
- Children's physical development is promoted well. Younger children develop their small-muscle skills as they make marks with chinks. They develop their large-muscle skills as they successfully negotiate their way up and down steps outside.
- The childminder has forged good relationships with parents. Parents are pleased

with the service they receive. The childminder sends home activities for parents to carry on children's learning at home. For example, younger children take sunflower plants home to observe the changes with their parents. Older children take homework packs home. The childminder has forged good relationships with the local community. She arranges trips for children to learn about firefighters and speak to dentists about their own teeth. This helps children to learn more about the world around them.

- The childminder is a good role model. She is polite and respectful. Children are encouraged to use good manners. They play well together, share toys and take turns. The childminder teaches children how to take care of animals. For example, they help to feed the guinea pigs breakfast and take the childminder's dogs for walks.
- The childminder makes observations of children and uses these to plan children's next steps. However, children's learning is not always sequenced effectively enough. For example, children often read numerals. However, they have fewer opportunities to practise counting out objects and to learn that each number represents a quantity of items.
- The childminder provides children with opportunities to learn about similarities and differences between themselves and others. She learns key words in other languages to help further support children who speak other languages at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to ensure that she keeps her safeguarding knowledge up to date. She has a clear understanding of her role in protecting children who may be at risk of harm. The childminder is alert to possible indicators of when a child may need help. She knows the relevant agencies to contact for guidance. The childminder conducts regular risk assessments of the areas children use indoors and outside. She completes risk assessments when taking children on outings. The childminder conducts regular fire evacuations to teach children what to do in an emergency. 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:

- give consistently clear messages regarding expectations of children, so that all children fully understand and follow what is expected of them
- sequence children's mathematical learning even more effectively, so that progress towards the early learning goals is built on firm foundations.

Setting details

Unique reference number	2525501
Local authority	Liverpool
Inspection number	10208255
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 2
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 2019 and lives in Woolton, Liverpool. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, 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 has taken that into account in her evaluation of the setting.
- The childminder and the inspector had a learning walk and tour of the premises.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- An observation of an activity was carried out, and the inspector and the childminder discussed this afterwards.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's training.
- Parents' written views were taken account of by the inspector.
- 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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