

Childminder report

Inspection date: 2 December 2021

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| 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 are happy and settled in the warm and welcoming environment provided by the childminder. They demonstrate close bonds with each other and have lots of fun with the friendly childminder. Children receive an abundance of cuddles and reassurance from the loving and caring childminder, which helps to support their growing self-esteem. Children are supported particularly well to develop kindness and empathy. For example, they are encouraged to welcome each other into their play. Children share the toys and resources available.

Children behave very well. They listen to instructions and understand the high expectations that the childminder has for their behaviour. Children are supported well to develop their independence and self-care skills in preparation for their future learning. Children confidently explore the resources on offer and engage for long periods of time in their chosen activity. They become deeply absorbed in their own learning and confidently share their interests. The childminder skilfully uses children's emerging interests to extend their learning further. For example, as children eagerly observe a passing police car from the window, the childminder successfully introduces new words, such as 'siren', that help to build on their increasing knowledge of spoken language.

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

- The childminder has high expectations for all children, including those with special educational needs and/or disabilities. Overall, she knows children well and builds her curriculum around their interests and her knowledge of what children need to learn next. The childminder gathers information from parents when children first start to attend to help her to plan for their future learning. However, she does not routinely foster links with other agencies involved in children's care so that she precisely supports their learning and development from the outset.
- Children enjoy regular opportunities to share stories. They eagerly choose their own favourite books from the wide selection available. Children snuggle up to the childminder and help to turn the pages while talking about the pictures and repeating familiar story language. Regular trips to the local library help to build on the children's love of books and enhance their literacy skills further.
- The childminder is aware of the impact that the pandemic has had on children's learning and development. She currently focuses her curriculum on developing children's personal, social and emotional skills. For example, children accompany the childminder to local play groups where they have opportunities to meet and socialise with other children in larger groups.
- The childminder is enthusiastic about supporting children to live a healthy lifestyle. They are reminded to wash their hands and help to clean the table

before they eat. Children eat a wide variety of healthy foods and snacks. They are encouraged to try new foods and talk about their likes and dislikes. The childminder ensures that children have regular opportunities to get to know their local area. She frequently takes children on outings to the park, where they develop their physical skills and play in the fresh air.

- Parents are happy with the level of care and learning provided by the childminder. The childminder uses a variety of ways in which to keep parents informed of their child's progress, including daily diaries and electronic messages. Parents are effectively supported to enhance their child's learning at home. Parental evaluations of the childminder's service remark on how she provides a 'safe, secure and nurturing environment' for their child.
- The childminder evaluates her practice and makes positive changes that enhance the experiences of children and their families. She ensures that all mandatory training remains up to date in order to remain effective in her role. That said, opportunities to enhance her wider professional development have not been fully considered.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and how to report any concerns. She knows how to recognise the signs and symptoms of abuse. The childminder is aware of the signs and behaviours that may indicate a child is at risk from extremist views. She attends training to help her keep up to date with current safeguarding requirements. The childminder has appropriate safeguarding policies and procedures in place and shares them with parents. She carries out regular checks of the environment to ensure that hazards are identified and removed or minimised.

What does the setting need to do to improve?

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

- develop partnerships with any other agencies involved in a child's care, to improve information-sharing and to create a shared approach
- explore a variety of ways in which to further enhance professional skills and knowledge to raise the quality of teaching to the highest level.

Setting details

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| Unique reference number | EY560394 |
| Local authority | Liverpool |
| Inspection number | 10191642 |
| 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 | 0 to 3 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2019. She lives in the Wavertree area of Liverpool. She provides childcare each weekday from 7.30am to 6pm, all year round, except for family holidays. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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.
- An activity was observed and evaluated by the inspector and the childminder.
- The childminder and the inspector had a learning walk of the setting where they discussed the early years provision and the aims of the curriculum.
- The inspector was provided with written feedback from parents to gather their views.

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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