

Childminder report

Inspection date: 14 January 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children display high levels of confidence as they explore the inviting, well-equipped playroom. They benefit from warm, genuine bonds with the childminder and are confident in communicating their emotions, such as feeling sad. The childminder quickly responds to their needs with reassuring cuddles. She talks with children and recognises that they may feel sad because they are hungry or tired. Children have good relationships with each other. They play cooperatively and demonstrate a willingness to share. Children have excellent manners and show great respect for the childminder's home and resources. They frequently tidy away toys without any prompting from the childminder. Children benefit from lots of opportunities to develop their physical skills. They visit parks and soft-play centres. They also benefit from the daily walk to the local school.

The atmosphere is calm and supportive. Children are gaining skills in readiness for school. They are building their concentration skills and developing a love of books and reading. They listen intently as the childminder captures their interest when reading a story about penguins. Her use of puppets during the story successfully holds the children's attention further. Children freely access a wide range of books. They show a familiarity with the stories and invite the childminder to share reading experiences. Consequently, children are developing their early literacy skills.

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

- A key strength of the childminder's practice is her training and knowledge of how to identify and support children who may have special educational needs and/or disabilities. The childminder is very proactive in obtaining support from outside agencies, such as the speech and language team. This ensures that any gaps in children's development are quickly addressed, and children are helped to catch up.
- The childminder gains lots of information about children's prior learning experiences from parents and regularly checks on their progress. This helps her to understand what children know and can do, and what they need to learn and develop next. For example, children who are not confident communicators are offered lots of support and reassurance. The childminder sings many songs and rhymes with the children and models words to extend their vocabulary. This approach has helped children to develop their self-confidence and to recognise their own abilities. Children are making good progress in all areas of their learning and development.
- The childminder helps children to understand the importance of good personal hygiene and encourages handwashing at appropriate times. She shares with parents the importance of good oral hygiene and encourages them to register their children with a dentist. She also works closely with parents and discusses

the value of healthy foods in children's lunch boxes. This helps children to develop a good understanding of how to live a healthy lifestyle.

- Children have positive attitudes to learning. The childminder has high expectations of children, and they are eager to have a go and rise to a challenge. For example, the childminder helps to develop children's mathematical skills as she asks them not only to count the zoo animals but sequence them in order of size. She introduces positional language, for example, placing animals 'inside' the box and 'behind' and 'in front' of each other. As a result, children demonstrate high levels of determination and engagement.
- The childminder's nurturing approach enables children to happily talk about their family and home-life experiences. This gives them a good sense of their own identity and of belonging. However, children have limited opportunities to learn about differences within their wider community. As a result, they are not able to develop a full appreciation of the diverse society they live in.
- Parents speak highly of the childminder and value the support she gives their children. They appreciate how she maintained contact with families during a period of closure due to the COVID-19 pandemic. Parents also recognise how helpful the childminder has been in seeking additional support to help develop children's speech and language. One parent commented, 'My child has now found their own voice and self-confidence whilst being in the childminder's care.' The childminder also recognises the benefits of this partnership and regularly sends ideas home to help extend children's learning or help them develop good bedtime routines.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended child protection training and keeps her knowledge up to date. She has recently gained a greater awareness of safeguarding issues, such as the safe use of computers or electronic devices. The childminder has shared this knowledge with parents and, where appropriate, with children. This helps them to develop an understanding of how to keep themselves safe online. The childminder is fully aware of the procedures to follow should she have any concerns about a child's welfare or well-being. She also ensures that her home is safe. This includes having a fire safety inspection by the local fire service. This helps to ensure risks are minimised.

What does the setting need to do to improve?

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

- help children to gain a greater awareness of similarities and differences between themselves and others.

Setting details

Unique reference number	322296
Local authority	Liverpool
Inspection number	10219551
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 9
Total number of places	8
Number of children on roll	8
Date of previous inspection	23 November 2016

Information about this early years setting

The childminder registered in 1997 and lives the Orrell Park area of Liverpool. She has early years professional status. The childminder operates her service all year round, Monday to Friday from 7.30am to 5.30pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Alison Tranby

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she keeps children safe.
- Parents' written testimonials were read by the inspector, who took account of all their views.
- The childminder discussed her intentions for children's learning with the inspector.
- The inspector observed the childminder's interaction with the children throughout the inspection.
- The inspector spoke to the children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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