

Childminder report

Inspection date: 30 March 2022

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, engaged and keen to learn. They have close bonds with the childminder and her co-childminder. Children are highly motivated and learn through interesting and enjoyable play opportunities. The space and resources children access are inviting and spark children's curiosity very well. Children use real-life objects imaginatively in their play. For instance, they pretend that old vinyl records are stepping stones over a swamp. Children learn to balance carefully and safely as they walk across a piece of wood used as 'the plank', while pretending to be pirates. They are developing their physical skills alongside their imaginations very well. Children eagerly join in with songs and move their bodies to the actions. They develop their mathematical skills as they learn about number and how to count through familiar rhymes and songs.

Children's behaviour is excellent. They are attentive, try their best during more-challenging activities and listen to instructions exceptionally well. Even the very youngest babies are developing an awareness of turn taking and contributing to carrying out small tasks. The daily routine helps children to feel a sense of belonging and to anticipate what comes next. This promotes calmness that helps children to be ready to take part in new experiences. Children's self-esteem is developing exceptionally well. The childminder encourages the children to recognise their own achievements. Children pat themselves on the back when they have done something well.

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

- The childminder plans learning opportunities that excite and enthuse children. She has a clear vision for her curriculum and ensures that children's confidence and communication are a focus. The childminder accurately assesses what children know and can do and carefully considers what their next steps in learning are. Therefore, children are ready for future learning.
- The childminder encourages children to have a go at mark making. She attaches felt-tip pens to small cars. Children push the cars around on a giant piece of paper and begin to describe the shapes they make. Toddlers push cars down a ramp and notice the length of line they have drawn. The childminder uses mathematical language, such as 'longest' and 'shortest', when talking to children. Children use these new words as they describe the size of what they see. The childminder carefully adjusts her teaching to help all children to engage in learning.
- At every possible opportunity, children are able to practise their independence skills. At breakfast time, children carefully tip glass bottles of milk and pour the milk onto their cereal. Even babies are learning to self-serve food and show they feel proud as they drink from an open cup. Children brush their teeth daily and

know to wipe their faces after eating. Children work together to help to set up activities and listen well to instructions. As children tidy away the felt-tip pens, the childminder makes this into a colour matching and counting game. This maintains children's attention effectively.

- The childminder works very well in partnership with parents and other professionals. She ensures that children receive tailored support to help them to make good progress. The childminder shares speech and language support leaflets with parents. She explains the benefits of reducing dummy use, to support children's communication. The childminder provides videos of her singing the songs children enjoy, to encourage more singing at home.
- The childminder has an accurate view of her strengths overall. She has great ambition to continue to develop the quality of her practice and provision. However, she does not always evaluate her own teaching and that of her co-childminder effectively and consistently. This means that, occasionally, the opportunities available to children do not enhance their learning to the highest level, such as older children's problem-solving and deeper thinking skills.
- Parents speak highly of the childminder. They appreciate the regular photos and videos shared of what their children have been doing. They notice their children use more new words after their time spent with the childminder.
- The childminder provides children with many opportunities to learn about what makes them unique and about people and lives different to their own. She makes special books for children to recall special events in their own lives, such as holidays and their own families. Children delight in looking at these and talking about their memories. The childminder provides children with an exceptional selection of books and resources that enable children to explore other ways of life in their play. Outings take place for children to experience real-life cultural celebrations, such as Chinese New Year, which helps to broaden their understanding even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe. She is alert to signs and symptoms of abuse. She has good knowledge of wider safeguarding concerns, including radicalisation and extremism, breast ironing and substance misuse. She knows to act promptly and who to report concerns to about the welfare of children. She is aware of the steps she would need to take if any allegations were made against herself, her co-childminder or any member of her household. The childminder carries out regular checks of her environment to ensure that it is kept safe for children. The childminder has a family pet. She has an effective risk assessment in place and ensures that she and the children wash their hands after stroking it.

What does the setting need to do to improve?

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

- enhance current systems for evaluating practice and provision to provide children with the highest level of learning opportunities and experiences.

Setting details

Unique reference number	EY557415
Local authority	Liverpool
Inspection number	10190349
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	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Tuebrook, Liverpool. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works permanently with a co-childminder.

Information about this inspection

Inspector

Dee White

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 her co-childminder and has taken that into account in her evaluation of the setting.
- The inspector, the childminder and the co-childminder discussed how the environment is set up. The childminder and the co-childminder explained the curriculum they offer.
- The inspector evaluated activities with the childminder and discussed the quality of education and learning opportunities she provides.
- Parents were spoken to and their views were taken account of.
- The inspector observed the children at play and tracked their experiences and learning.
- The inspector reviewed documentation, including paediatric first-aid certificates, insurance certificates, and documents relating to progress checks for children aged between two and three years.
- The inspector checked evidence of the suitability of the childminder and household members.

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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