

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 arrive at the childminder's provision keen to play in the engaging and inviting playroom. They show they are happy and secure with the childminder and her co-childminder. Children demonstrate they have a great sense of belonging as they independently select favourite resources. They use their imaginations well as they play. Children use real-life resources, such as recycled cardboard tubes and containers, to build structures. They select resources from interesting baskets full of scarves, bags, hats and metal containers. Children role play together with the childminder and pretend that they are pirates and firefighters. All children demonstrate they are at ease and settled. Babies happily join in with the older children while seeking reassurance as they sit on the childminder's lap.

Children follow instructions and behave impeccably. They develop their understanding of how to be safe and respectful from gentle reminders and prompts given by the childminder. Children follow the daily routine with ease. They know exactly what is expected of them. This helps to develop their excellent attitudes to learning. Children display kindness as they play together. They try their best during more-challenging activities. For instance, younger children show persistence as they concentrate when they help to scrape food off their plate into the bin. Older children try their best as they use new knowledge learned to identify who has drawn the longest line. Children identify for themselves when they have done something well. They learn to pat themselves on the back. Children's self-esteem is developing very well.

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

- The childminder understands the impact that the COVID-19 pandemic has had on children. She works with her co-childminder to identify when children need focused support and seeks help from other professionals. The childminder considers all children's communication skills and personal and emotional development to be a priority. She shapes the curriculum around developing children's confidence, self-esteem and communication. The childminder works very well with parents. For instance, she provides information on reducing dummy use, to support toddlers' developing conversation skills. She also shares videos of herself and her co-childminder singing songs to promote singing at home.
- Children have excellent opportunities to develop their independence and self-care skills. Even the youngest children concentrate as they carry their lunch on porcelain crockery to the table. They carefully pour their own drinks from glass milk bottles and jugs. Children successfully attempt to scoop up pasta onto their plates and drink from open cups. Children show a great sense of pride as they do things for themselves. The childminder helps children to learn to handle

delicate objects with care.

- The childminder helps children to learn about the wider world and ways of life that are different to their own exceptionally well. Resources, books and small character figures are available for children to freely explore. Children show particular fondness of a giant picture atlas. They talk about recent holidays and look in the atlas to learn more about other countries. Outings to see Chinese New Year celebrations provide children with enriching real-life experiences. This helps to broaden their knowledge of others even further.
- Children learn to brush their teeth and do this each day. They know to wash their hands before lunch. They look at photos on display of themselves washing their hands and brushing their teeth to help them to remember what to do. They eat a variety of home-cooked, nutritious meals and eat fruit for dessert and snacks. Children's health is supported very well and they are developing an awareness of how to look after their bodies.
- The childminder is aware of her strengths and what she wants to do to improve her practice. She accesses online training and welcomes feedback on her provision from local authority advisers and other professionals. However, she does not routinely reflect on her own quality of teaching and that of her co-childminder. Very occasionally, the quality of education provided is not at the highest level, such as when developing children's problem-solving and deeper thinking skills. That said, the childminder recognises that deeper self-evaluation and continuous training enable her to identify more opportunities to further develop children's knowledge.
- Parents appreciate the regular photos and videos shared of what their children have been doing. They notice their children use new words after their time spent with the childminder. Parents say that the parent information packs they receive are very helpful. These are given to parents when their children first start, to help parents to support their child's development at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of how to keep children safe. She knows who to report concerns to about children's welfare and has a sound understanding of the signs and symptoms of abuse. She has knowledge of wider safeguarding issues which can affect children's lives, including child exploitation, physical violence within the home and extremist behaviour. She recognises the importance of being alert to concerning changes in children's behaviour during their play. She ensures that the resources provided are suitable for children to explore safely. Children are frequently checked while sleeping, and food for children to eat is prepared hygienically.

What does the setting need to do to improve?

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

- strengthen the current arrangements for self-evaluation to further improve the quality of education offered to children to the highest level.

Setting details

Unique reference number	EY557632
Local authority	Liverpool
Inspection number	10190350
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 Thursday, except for bank holidays and family holidays. The childminder works 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 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 her 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 children's 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022