

Childminder report

Inspection date: 29 April 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

The childminder provides a warm and welcoming environment where children feel safe and secure. She spends time getting to know the children and their families when they start. This helps to form strong bonds from the outset. The childminder has high expectations of the all children. She provides a wide range of enjoyable and challenging activities. As a result, children are ready and eager to learn through play. For example, following children's interests, the childminder has created a bug area in the garden. Children excitedly use magnifying glasses to search for their favourite bugs and compare the differences between spiders and ants.

The childminder is a positive role model for children. She teaches them about effective hygiene routines, such as handwashing, to support their good health. Children learn about the different fruits and vegetables growing in the childminder's garden and community allotments. This helps them to develop an understanding of healthy foods and making healthy choices.

Due to the COVID-19 pandemic, children have had limited opportunities to access outdoor spaces. Since returning to the setting, the childminder provides lots of opportunities for children to exercise their large muscles in the garden and enjoy visits to the local community. This improves children's physical development and helps them to develop their social skills.

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

- The childminder knows the children well and understands what makes them unique. She is flexible in her approach to learning and plans a curriculum that is rooted in children's interests. For example, following an interest of dinosaurs, children enjoyed a visit to the local museum. They learned about different types of dinosaurs and considered how they became extinct.
- Children's early mathematical skills are well supported. Young children learn to count and are taught concepts such as 'more' and 'less'. Children confidently apply these in their play. The childminder further extends children's mathematical language and encourages them to use words such as 'tiny' and 'gigantic' when comparing size.
- The childminder recognises her role in helping children to acquire and use language. She continually introduces new words to build on children's vocabulary and adapts her practice to meet the needs of the children. For example, for some children, she will read stories and use key words in children's home languages. While for others, she will use single words and gestures to support children's understanding. This helps to support children's emerging speaking skills and helps them to become confident communicators.

- On the whole, children behave well. However, on occasion, some children struggle to find ways to manage their strong feelings when they become frustrated. The childminder encourages children to take turns and to consider how their actions can affect others. However, she does not always encourage children to understand and talk about emotions to help them regulate their behaviours.
- Children have access to a range of books and recreate parts of their favourite stories. For example, they are excited to play in their home-made cave and pretend to be bears. Children learn how to make sounds with musical instruments. However, the childminder does not always make the best use of songs and rhymes to further extend opportunities to build on children's early literacy skills.
- The childminder regularly observes and assesses children's development. This helps her to identify when a child may need additional support. The childminder works closely with other professionals and parents to implement strategies to help children achieve their full potential. For example, she has used information provided by the local children's centre to promote children's early language skills.
- The childminder is reflective and has a clear vision for improving her provision. She maintains her paediatric first-aid qualification and attends mandatory training. She undertakes further research to refresh her knowledge and build on her childcare skills. She works in partnership with the local authority and is passionate about providing the best opportunities for the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training. She has a secure understanding of her responsibility to protect children from harm, including the risk of being exposed to extremist views and behaviours. She recognises the possible signs and symptoms of abuse and understands the local procedures to follow if she needs to seek further help or report any concerns. The childminder carries out daily risk assessments indoors and outdoors. This ensures that children are able to play in a safe and secure environment.

What does the setting need to do to improve?

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

- extend the curriculum to include more opportunities for children to learn about emotions and manage their feelings and behaviour
- strengthen opportunities to extend children's learning through songs and rhymes.

Setting details

Unique reference number	EY555076
Local authority	Liverpool
Inspection number	10174660
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	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Toxteth, Liverpool. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

Information about this inspection

Inspector

Kerry Maddock

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.
- The childminder showed the inspector the premises that are used for childminding and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and children and assessed the impact on children's learning and development.
- The inspector viewed relevant documentation, including evidence of suitability checks, paediatric first-aid training and public liability insurance.
- Parents shared their views with the inspector through electronic communications.

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