

Childminder report

Inspection date: 5 May 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 are warmly welcomed by the childminder. Since the COVID-19 pandemic parents no longer come into the childminder's home. Children have adapted well to this change. They confidently leave parents at the door and go to the designated play room. Children are happy and safe, they enjoy playing independently with the readily available play materials. They are very familiar with their surroundings and with the routines of the day. Children are becoming increasingly independent as they learn to put on their coats and shoes before going out into the garden. The childminder complements activities in her home with regular attendance at local toddler groups. This allows children to extend their social interactions.

Children have lots of exposure to activities and experiences that help them to make good progress in their learning and development. The childminder uses a topic-based, seasonal approach to help her plan activities. Children particularly enjoy learning about the natural world. They go on regular outings to look at local wildlife and gain a deeper understanding of the life cycle of living things. Children explain they have planted seeds and are learning how to care for them, to help them grow. Older children recall what they have learned about the life cycle of a butterfly. Children value the friendships they have formed with one another and recognise special events in the lives of others. For example, children ask if they can use 'craft time' to make birthday cards for a child who is celebrating their birthday. Children are excited as they talk about birthdays and spontaneously start to sing. They become absorbed in their imaginative play, for example making a birthday cake and candles with construction materials.

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

- The childminder models language appropriately. She routinely introduces new words as children play, this helps to further extend their vocabulary. Children are interested in books, they enjoy songs, rhymes and stories as part of the daily routine. Children are learning that print carries meaning and make marks for a purpose. Older children recognise and attempt to write the letters in their name.
- Mathematical concepts are woven into everyday activities. Children are encouraged to count and use mathematical language as they play and sing.
- The childminder is a positive role model. Children are reminded of the importance of being kind, sharing and taking turns with their friends. The childminder quickly identifies when children need additional support, to learn how to manage their own feelings and behaviour. She works with parents to promote a consistent approach. However, the childminder does not have a wide range of interventions. This means, on occasion, attempts to de-escalate situations where children have emotional outbursts are not quickly resolved.
- Children enjoy daily outings. They have excellent opportunities to learn about

themselves and their local community. These real experiences, supported with positive discussion, are well used to strengthen children's awareness of similarities and differences between themselves and others in society. This helps to prepare children for life in modern Britain.

- The childminder uses her knowledge of children's interests and their current capabilities to provide individual support that builds on their previous learning. In the main, children are eager to learn and are developing the skills and attitudes that will support their future learning in school.
- The childminder supports children to make healthy choices about what they eat. Children benefit from daily opportunities to be physically active in the fresh air and daylight. This helps to promote their good health and well-being.
- Parents are very complimentary about the quality of care and education offered by the childminder. They particularly appreciate the daily updates and the quality of the information they receive. Parents say they are fully informed about their child's progress and plans for their child's future learning. In contrast, partnership working with other settings that children also attend is limited. This means a shared approach to learning is not yet fully effective.
- Overall, the childminder manages her setting well. Required documents are satisfactorily maintained. The childminder is eager to return to training to further improve the quality of education for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibility regarding child protection. She regularly updates her training and written procedures to ensure she can implement appropriate procedures without delay. This includes in the event of an allegation being made against herself or someone living on the premises. The childminder implements effective risk assessments. She takes appropriate steps to remove or minimise risks to children, both within her home and while on outings. Regular explanations and discussion are helping children to become increasingly aware of how to keep themselves safe.

What does the setting need to do to improve?

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

- extend the programme of professional development to develop expertise to support children who struggle with regulating their behaviour
- strengthen partnerships with other settings that children attend, to develop a more consistent approach to shared learning.

Setting details

Unique reference number	EY310422
Local authority	Liverpool
Inspection number	10237800
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 4
Total number of places	6
Number of children on roll	0
Date of previous inspection	13 June 2018

Information about this early years setting

The childminder registered in 2005 and lives in Knotty Ash, Liverpool. She operates all year round, from 8am to 5pm on Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Vickie Halliwell

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 inspector observed the quality of education being provided. She assessed the impact these activities had on children's learning. She discussed with the childminder how the curriculum is planned and implemented.
- The childminder and the inspector discussed the activities and how the teaching observed extended children's understanding and linked into the learning intentions for the children.
- The inspector looked at relevant documentation and evidence of the suitability of adults living on the premises.
- The inspector took account of the views of parents.

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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