

Childminder report

Inspection date: 5 May 2022

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are not fully ensured due to weaknesses in the childminder's understanding of safeguarding procedures. Children are not fully protected as the childminder does not know how to identify all possible safeguarding concerns and refer them to the relevant authorities. That said, children are happy and settled in the care of the childminder and her co-childminder. They demonstrate close, nurturing bonds that help them to feel secure.

Children learn a variety of skills as they play. Children of all ages play well together and are very well behaved. They are reminded of the importance of good manners and of sharing resources. For example, children as young as two years learn how to say 'please' and 'thank you' while pretending to serve food in the role-play cafe. They eagerly choose their own resources and become deeply engaged in their learning.

All children enjoy using books to support their learning. As they sit with the childminder, they turn the pages and look at the pictures with great enthusiasm. Children repeat new vocabulary that the childminder introduces. The childminder is aware of the impact that the COVID-19 pandemic has had on children's confidence and communication skills. She has adapted her curriculum to provide plenty of opportunities for children to develop important social and communication skills.

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

- The childminder has some understanding of child protection issues. However, some aspects of her understanding need updating, including her awareness of how to identify extremist behaviours and the procedures to follow if a child may be at risk of abuse. However, the childminder recognises these weaknesses and has recently booked safeguarding training to address these issues. Nevertheless, these gaps in knowledge mean that children's safety is compromised.
- Since her last inspection, the childminder has developed her understanding of how children learn. She observes children and plans a range of activities that build on what they know and can already do. The childminder uses children's interests to engage and motivate them in their learning. For example, she recognises a child's developing interests in aeroplanes after a walk in the local community. She provides transport books to enhance the child's understanding of vehicles. When children first start to attend the setting, the childminder gathers information from parents about their child's individual likes, interests and routines. However, she does not request information about children's previous learning with parents to help her to plan precisely from the start.
- Children learn a variety of mathematical skills and concepts. For example, they

enjoy filling containers with water and pouring from them. The childminder introduces new concepts, such as 'full' and 'half-full'. She encourages children to compare which jug contains the most water. Overall, the childminder supports children's learning well. However, on occasion, she does not give children enough time to think and try out their own ideas before supporting them.

- The childminder is kind and nurturing. She celebrates children's achievements and talks with them about what they have done well. This helps to build children's confidence and self-esteem. The childminder's enthusiasm means that children welcome her into their play. They clearly enjoy spending time with her and seek her reassurance and comfort when needed.
- Children enjoy a range of healthy meals and snacks. The childminder reminds them of the importance of washing their hands before they sit at the table to eat. Children are encouraged to try new healthy fruits at snack times. They talk to the inspector about fruits they have tried recently, such as avocado. Children enjoy daily opportunities to play outdoors in the childminder's garden. They are provided with regular drinks to ensure that they are hydrated.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment includes positive cultural images, books and role-play resources for children to explore. This allows children to develop an understanding of the wider world.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a secure understanding of child protection issues. She has attended safeguarding training to gain an awareness of some signs of abuse. However, she cannot demonstrate knowledge of the 'Prevent' duty or wider safeguarding risks to children. Furthermore, the childminder does not understand the procedures to follow in the event of an allegation being made against herself or her co-childminder. The childminder does not have an up-to-date safeguarding policy that contains local authority reporting procedures.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
extend knowledge and understanding of child protection policies and safeguarding procedures, including the 'Prevent' duty, to ensure that the appropriate action is taken if there are concerns about a child	10/06/2022

secure a robust understanding of the procedures to follow in the event an allegation is made.	10/06/2022
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To further improve the quality of the early years provision, the provider should:

- gather more precise information from parents about their child's prior learning and progress when they first start, to ensure that teaching is purposeful from the beginning
- give children enough time to think and share what they know and can do before supporting them further, so that their prior learning is consistently built on precisely.

Setting details

Unique reference number	EY340809
Local authority	Liverpool
Inspection number	10099860
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 February 2019

Information about this early years setting

The childminder registered in 2006 and lives in Fazakerley, Liverpool. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She works alongside her husband, who is also a registered childminder.

Information about this inspection

Inspector

Denise Farrington

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 inspector observed the quality of education and the impact this has on children's learning.
- The childminder and the inspector evaluated an activity.
- The inspector held discussions with the childminder, her co-childminder and children at appropriate times during the inspection.
- Consideration was given to parents' views.
- The inspector reviewed some documents, including first-aid certificates.

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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