

Childminder report

Inspection date:

1 July 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are suitably occupied and enjoy a varied range of activities. However, the quality of education is not good. Planned activities are not always matched well enough to children's capabilities. Children receive lots of praise and encouragement from the childminder and her assistant, which means they are eager to join in. However, adults do not fully consider if every child has the knowledge and skills they need to be able to make good progress in their learning. Despite weaknesses in assessment and teaching, children are keen to learn, they behave well and are developing some of the skills and knowledge they need to support their future learning.

Children are happy and safe in this inclusive and welcoming environment. Children are very settled and benefit from caring and supportive relationships with the childminder and her assistant. They spontaneously approach the childminder for cuddles and enjoy snuggling in alongside the childminder as they listen to stories. Children confidently explore the available play materials. They make some meaningful choices about how and where they spend their time. For example, children choose to play outdoors or in the conservatory, so they can access the sand and water. Children enjoy adding water to change the texture of sand. They use small tools with increasing skill to make patterns and imprints in the wet sand.

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

- During the COVID-19 pandemic, the childminder has worked closely with parents, adapting patterns of children's attendance to meet the needs of the family. Children adapted very well to changes in the arrangements for drop off and collection times. The childminder has heightened hygiene procedures to help minimise the risk of possible transmission of the virus.
- The childminder has a general awareness of children's capabilities and their current interests. However, she does not gather enough information from parents when children first start. In addition, the childminder does not monitor children's progress closely enough to gain a precise understanding of what they know and can do. This means she is unable to effectively build on children's existing knowledge to help them make good or better progress in all areas of learning.
- The childminder does not have a good enough knowledge of different teaching methods and the ways in which young children learn best. As a result, some planned activities fail to excite or fully engage younger children. This means they do not develop an excitement for learning or make as much progress as possible. For example, children are asked to look at large posters to see which fruits they can name and count by rote as an adult points to a number line.
- The childminder has many years of experience working with children. She makes

good use of what she knows about child development, to help children achieve some of the key skills they need in readiness for school. From a young age, children are supported to look in the mirror and wipe their own faces after lunch. Older children spontaneously access tissues to wipe their own noses before appropriately disposing of their used tissue. Overall, children manage their personal needs well and are becoming increasingly independent.

- The childminder and her assistant are positive role models. Children are learning the importance of socially acceptable behaviour, including the importance of listening to others and taking turns.
- The childminder models language well and provides opportunities for children to extend their vocabulary. Stories, songs and rhymes are provided as part of the daily routine. Children are developing a love of books. They enjoy selecting their own books and listen intently as the childminder reads stories, skilfully emphasising new words, such as 'whizz' and 'zoom'.
- Mealtimes are valued as a time to promote social interaction. The childminder sits alongside the children as they eat. She encourages them to develop good table manners as they engage in meaningful conversations.
- Children are encouraged to adopt a healthy lifestyle. They have regular opportunities to be physically active and enjoy playing outside in the fresh air and sunlight. Children are encouraged to make healthy choices about what they eat and drink. During the inspection, children enjoy a freshly prepared chicken salad sandwich with cucumber slices and a fruit smoothie for their midday meal.
- Parents value the friendly and home-from-home environment the childminder provides. The childminder encourages a continual exchange of information to ensure children's care needs are fully met. However, the childminder does not have a secure enough knowledge of how she intends to fully support children in the next steps of their learning. This means she is unable to share such information with parents. Parents do receive regular updates about how children spend their time.
- Attention to written records is satisfactory and mandatory training, such as paediatric first aid, has been completed. However, training and professional development to improve the quality of education to a consistently good level is weak.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a clear understanding of their role and responsibilities regarding safeguarding. The childminder's assistant demonstrates a particularly thorough knowledge. This helps to ensure that they are able to implement appropriate procedures without delay, should they have any concerns about a child's well-being. Both know the agencies to contact should they have concerns about the practice of adults working with children, or in the event of an allegation being made. Children's safety is assured through rigorous risk assessments. This means children can play and move safely around the childminder's home.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
target training and professional development opportunities to strengthen knowledge and the teaching of the curriculum	29/07/2022
ensure an accurate assessment of what children know and can do, to help provide purposeful activities which match each child's stage of development and promote good progress.	29/07/2022

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

- develop partnership working with parents in order to help obtain more details about what their children know and can do on entry, and to help them fully extend their child's learning at home.

Setting details

Unique reference number	2551495
Local authority	Liverpool
Inspection number	10232039
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 8
Total number of places	12
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Liverpool. She operates from Monday to Friday, 8am to 6pm, all year round, except for bank holidays and family holidays. The childminder works with an assistant.

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 talked to the childminder about how she organises her setting and how she plans and delivers the curriculum.
- The inspector observed the quality of education being provided and assessed the impact these activities had on children's learning.
- The childminder and the inspector discussed how the teaching observed extended children's understanding and linked into the learning intentions for the children.
- The inspector spoke to the childminder, her assistant and the children at convenient time throughout the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of adults living on the premises or working with the childminder.
- The inspector checked all areas of the premises used by children, including the garden.

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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