

# Childminder report

---

Inspection date: 7 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children are welcomed into this setting by the warm and calmly spoken childminder. She offers cuddles and reassurance to children who need it when they arrive. They quickly settle and are ready to choose from a range of activities in the well-organised playroom and outdoor garden. Children are happy, safe and settled. They sit on the carpet and eagerly join in when listening to songs and rhymes. For example, children listen and join in excitedly to sing, 'Head, shoulders, knees and toes', and they tap the corresponding parts of their body. This helps to support children's communication and language development.

Children enjoy time outdoors in the garden and go on regular trips to the local park. Children push themselves along on wheeled toys and enjoy playing games of hide and seek with the childminder. Children's physical development is well supported.

Children behave very well and have a positive attitude to learning. The childminder has high expectations for them and acts as a positive role model. Children are encouraged to express their thoughts and feelings, which supports their emotional well-being. They receive lots of praise and encouragement during their play. For example, children delight as the childminder shows them an animal picture card and they eagerly find the matching picture on their mat. They shout out 'found it' to celebrate their achievement.

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

- The childminder plans a range of activities and learning opportunities for children to develop their skills and knowledge. The curriculum is planned to build on what children know and can do. The childminder introduces children to new topics, which ignites their curiosity and introduces them to new language. For example, children learn the names of jungle animals as they count how many rhinos they find in the box. However, at times, the childminder does not plan to extend children's learning to an even greater level.
- Children make secure attachments with the childminder. She seeks information from parents about their needs, likes and interests, which helps them to settle quickly. She understands their needs from the moment they start at the setting. This helps children to have a sense of belonging and to feel safe and secure.
- Children's independence is promoted very well. The childminder offers them choices for their snack and they confidently butter their own crumpets. They manage their own care needs with increasing independence and can communicate their needs well. This helps them to be ready for their next stage of learning.
- Parents comment that they are very happy with the care provided. The

childminder communicates with them about their child's progress through daily feedback and messages. She gives parents ideas about how they can support their child's learning and routines at home, which promotes continuity in children's learning.

- Children's behaviour is excellent. They consider other children's feelings and ensure that they include each other in their play. The childminder swiftly deals with any conflicts and encourages children to express their wishes in a kind way. This helps children to manage their behaviour and understand how it can affect others.
- The childminder shares information with other providers that children attend. She prepares reports about children's progress and regularly communicates with staff at the local school nursery. Children talk about their visits to school. For example, children proudly show the childminder a book they have received from their school and point at the photos of the staff they will see there. This helps to support smooth transitions for children.
- The childminder accesses regular training and support from the local authority. She uses this knowledge to reflect on her practice and make improvements. For example, the childminder has made resources more easily available for younger children to access. This enables the youngest children to be independent and make choices about what they want to play with.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She is clear on the procedures to follow if she has a concern about the welfare of a child and how to refer this to the local authority. The childminder carries out regular risk assessments of her home and areas the children play in. The premises are clean, safe and secure. Children are taught to manage risks. For example, older children confidently go up and down the stairs independently to the bathroom while the childminder supervises.

## What does the setting need to do to improve?

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

- strengthen learning intentions to precisely extend children's learning to an even higher level.

## Setting details

<b>Unique reference number</b>	EY444634
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10219769
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	24 August 2016

## Information about this early years setting

The childminder registered in 2012 and lives Fazakerley, Liverpool. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Janine Tours

### 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 into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk and talked about the intentions of the curriculum.
- The inspector and the childminder carried out a joint observation of an activity.
- The inspector observed interactions between the childminder and the children during activities and assessed the impact of teaching on children's learning.
- The inspector reviewed a variety of documents, including the childminder's first-aid certificate.
- The inspector considered parents' views in her evaluation of the setting.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022