

Childminder report

Inspection date: 8 August 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	Good
----------------------------------------------	------

What is it like to attend this early years setting?

The provision is good

Children are excited to attend this warm and welcoming setting. The childminder has high expectations of children and plans activities that build on what they know. Children benefit from the freedom to choose from a wide variety of resources and activities that meet their needs and follow their interests. For example, older children choose from a selection of jigsaws while younger children use their imaginations to comfort dolls and push them in prams.

Children build secure and trusting relationships with the childminder. She is nurturing and attentive to their needs. She notices when children need a cuddle for reassurance or when they are becoming tired. The childminder is an excellent role model. She has clear expectations of behaviour and encourages children to take turns and use their manners. For example, she helps children to negotiate whose turn it is next when playing mathematical games.

Children enjoy attending playgroups. For example, children speak animatedly about their weekly yoga sessions and the friends that they will see there. This supports children's social skills and builds self-confidence. Children have many opportunities to take trips in their local community. Children tell the inspector about trips to the local museums, safari parks and trips to the local shops to buy items for baking. This helps to develop their knowledge of their local community.

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

- The childminder has a good understanding of how children learn. She knows the children well and, generally, adapts her teaching well to support their individual needs and next steps. However, occasionally, she does not differentiate planned activities sufficiently to ensure that all children are challenged to their full potential.
- The childminder has a flexible approach to ensure children settle quickly into her care. She gathers valuable information about what children know and can do from the first opportunity. This enables her to enhance learning experiences from the outset.
- Children develop a love of literacy from an early age. For example, younger children snuggle in for story time and make the noises of the animals they see. Older children repeat the words and phrases from familiar stories and consider what might happen next.
- Children develop their early mathematics skills well. The childminder frequently engages children in counting blocks as they build towers and space rockets. Older children are able to identify numbers and are taught about addition and subtraction as they play games.
- Parents are very complimentary about the childminder's service. They praise the

information shared through daily conversations and say that 'nothing is ever too much trouble'.

- The childminder reflects on her practice and identifies areas for improvement. However, she does not make the most of opportunities for parents or children to contribute their views to the self-evaluation.
- Children have high levels of confidence and are skilful communicators. They recall information learned during trips and are eager to share their new found knowledge. For example, children carefully describe the planets in the solar system and talk about what makes each one special.
- The childminder observes children's play and exploration, assesses their achievements and identifies any gaps in their development. She swiftly outlines next steps in children's learning and provides families with ideas to continue learning at home.
- Children benefit from plenty of fresh air and enjoy time playing on outdoor equipment, such as slides and wheeled toys in the childminder's garden. Children's independence skills are supported well. For example, they enjoy helping to prepare their own meals and cut up fruit with confidence. They are offered a nutritious diet and encouraged to make healthy choices.
- The childminder has memberships with professional associations. She links closely with other childminders to discuss and share good practice and gain new ideas. The childminder seeks training opportunities, implementing new strategies to help her to develop her provision and support children's progress and outcomes further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of safeguarding and child protection. She knows how to recognise the signs that a child might be at risk of harm and the correct procedures to follow. She is aware of her responsibilities under the 'Prevent' duty and where she suspects female genital mutilation. The childminder has a clear fire evacuation plan. She ensures that her first-aid qualification is kept up to date. The childminder's home is safe and secure and maintained to a high standard.

What does the setting need to do to improve?

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

- strengthen the good quality of teaching further to ensure all children are consistently challenged to extend their knowledge and understanding
- strengthen self-evaluation even further to include the views of parents and children to help identify and make continuous improvements.

Setting details

Unique reference number	EY475749
Local authority	Liverpool
Inspection number	10231877
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	26 September 2016

Information about this early years setting

The childminder was registered in 2014 and lives in Aigburth, Liverpool. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Kerry Maddock

Inspection activities

- This is 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 this into account in her 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.
- Parents shared their views with the inspector through written and electronic communications.
- The inspector viewed relevant documentation, including evidence of suitability checks, paediatric first-aid training and public liability insurance.

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