

# Childminder report

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Inspection date:

27 July 2022

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<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision requires improvement**

The childminder does not hold a valid first-aid qualification, as required. However, she can confidently describe the action she would take in the event of a medical emergency. For example, she is able to describe the steps she would take should a child suffer from choking, sustain an injury such as a broken bone or cut, or experience a convulsion. This means that despite not maintaining her qualification, children's safety and well-being is not compromised.

Children enjoy the time they spend with the childminder, who is kind, caring and patient in her approach. They feel relaxed and comfortable in her care and settle quickly after arriving. Children behave well for their age. The childminder has high expectations of children's behaviour and helps them to understand right from wrong. For example, she reminds children about the importance of sharing resources and taking turns. She praises children when they use their manners and offers lots of encouragement to support children to engage and concentrate during activities. This practice helps to raise children's confidence and contributes to their high levels of emotional well-being. Children are inquisitive and have a positive attitude to learning and trying new things. They develop their fine-motor skills as they play with dough and enjoy using tools, such as rolling pins and cutters. Children explore shapes as they play with magnetic blocks. The childminder models how to count and introduces the names of shapes. Older children hear new language, such as 'pyramid' as they play.

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

- As a result of the COVID-19 pandemic and despite her best efforts, the childminder has found it difficult to maintain her first-aid qualification. However, she does have a sound knowledge and understanding of how to respond to various medical situations. Furthermore, the childminder has been successful in securing a course in the near future.
- The childminder knows the children in her care well and can confidently talk about their capabilities that she has established through her observation and assessments. She plans a range of age-appropriate activities to support and prepare children for the next stage in their learning. The childminder gathers important information about children's routines and preferences when they first start at her setting. However, she does not yet obtain detailed information about children's existing skills and abilities to guide planning from the beginning.
- The childminder builds effective partnerships with parents. She keeps parents informed about their child's learning through daily discussions and the sharing of photographs. The childminder details the activities that children have enjoyed and discusses their next steps in learning so that parents can further support learning in their home environment. However, the childminder does not yet

consistently exchange information about children's development with other settings they attend in order to complement learning and ensure continuity.

- Children have lots of opportunities to develop an understanding of the importance of leading a healthy lifestyle. For example, children benefit from daily physical exercise where they develop their gross-motor skills, such as running, jumping and balancing. Children enjoy healthy and nutritious meals and snacks and drink lots of water.
- The childminder is aware that the COVID-19 pandemic has limited the opportunities available for children to help develop their social skills. Therefore, the childminder regularly takes children to places of interest, such as play centres and local parks. This helps to ensure that children have frequent opportunities to socialise with others and develop their confidence in larger groups. Furthermore, the childminder successfully uses these experiences to teach children about the community in which they live and the wider world around them.
- The childminder reflects on her practice to help her identify areas to improve children's learning and experiences. For example, she has highlighted improvements for her garden area. However, the childminder does not engage in professional-development opportunities that help to further her knowledge and skills and improve her practice and provision.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She is able to describe the possible signs and symptoms that may indicate a child is at risk of harm or neglect. The childminder confidently explains the action she would take if she had concerns about a child's welfare and how she would report to the appropriate authorities. The childminder ensures that her home is a safe and secure place for children to play. She has risk assessed certain elements of her provision, such as the use of the trampoline and her pet dog. The childminder maintains all required documentation, such as registers of children's attendance.

## 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
achieve and maintain a paediatric first-aid qualification.	30/09/2022

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

- gather more detailed and precise information about children's existing abilities to help plan for progress from the outset and build upon children's prior knowledge
- develop partnerships with other early years settings that children attend to support greater continuity in their learning and further improve outcomes
- engage in more professional development opportunities that help to raise the quality of practice to a higher standard.

## Setting details

<b>Unique reference number</b>	EY555114
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10174552
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Norris Green, Liverpool. She operates all year round, from 8am to 5pm, Monday to Friday, except bank holidays and family holidays.

## Information about this inspection

### Inspector

Karen Cox

### 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 childminder and the inspector observed an activity and discussed the impact of this on children's learning.
- The inspector reviewed the areas of the childminders home that children use, to ensure that they are safe and suitable.
- The inspector held discussions with the childminder, her assistant and children throughout the inspection.
- The childminder provided the inspector with a sample of key documentation, including the suitability of adults living in the household.

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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