

# Childminder report

---

Inspection date:

23 September 2022

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

---

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 happy and relaxed in this setting. The childminder greets them warmly when they arrive. Children come in confidently and quickly become absorbed in their play. The childminder offers resources and activities which are matched to children's interests and learning needs. This makes them feel safe and secure.

Children have excellent manners and remember to say 'please' and 'thank you'. The childminder has high expectations of behaviour and praises children when they behave well. She encourages children to take care of each other and think about the needs of the youngest children. As a result, children are learning to develop relationships and make friends. Children have a strong bond with the childminder. She knows them well. The childminder listens to children's views and ideas. For example, she asks if it is alright for her to join their play. This helps children to know how important and special they are.

Since the lifting of the COVID-19 pandemic restrictions, parents and carers are welcome to come into the house at drop-off and pick-up times. They value this opportunity to catch up with the childminder. The learning environment is clean, and children are learning to follow good hygiene practices.

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

- The childminder creates a stimulating learning environment indoors and outdoors. Children enjoy using natural materials and learn to look after real objects, such as teapots, as they play. This supports them to understand how to care for their environment.
- The childminder supports children's communication and language development effectively. She takes every opportunity to chat with children about what they are doing. They enjoy singing and stories together. Children stop to listen to interesting sounds as they play. For example, when making play dough, they listen hard to hear the squishing sound the dough makes as they squeeze it between their fingers. This helps to develop children's vocabulary and listening skills.
- The childminder promotes children's physical development. For example, children practise rolling tyres and balancing on beams outdoors. This helps children to develop strength and balance.
- Overall, children are well prepared for the next stage in their education. The childminder goes with children on visits to their next setting to help them to settle well. She works in partnership with other settings to make sure that information is shared. This helps to ensure that children receive a consistent approach to their ongoing learning and development.
- The childminder works effectively with her assistants and models good practice

to them. However, her assistants are less confident in maintaining children's interest during group activities. Children sometimes lose interest and their learning is interrupted.

- Parents value the home-from-home atmosphere created by the childminder. The childminder uses a secure online communication tool to enable her to share information and ideas with parents. This means that parents can support their child's learning at home. Parents of new children report that they settle in quickly. This helps them to engage in their learning from the start.
- The childminder understands how children learn. She accurately assesses children's stage of development and provides opportunities for them to explore their interests. However, her assistants do not always recognise when to build on children's learning in a sequential way during their self-chosen play, to ensure that children make the very best progress.
- Children with special educational needs and/or disabilities are well supported. The childminder makes effective use of additional funding to purchase resources that will enhance their learning opportunities. She works effectively with parents and other professionals to help to ensure that all children make the best possible progress from their starting points.
- The childminder takes the children on regular walks and outings into the local community. They think about the environment and people around them. For example, when they took part in a book sharing scheme in their local park, they received excellent feedback from children who had shared their books. This type of activity prepares children well for future success.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants make good use of training and online resources. This helps to keep their knowledge of a range of safeguarding topics up to date. The childminder and her assistants are aware of signs that a child may be at risk of harm and know what actions to take to protect them. This includes addressing concerns with parents. The childminder considers any potential risks in her home or on outings. She uses effective risk assessments to minimise risks. The childminder supports children to keep themselves safe. For example, she uses outings as an opportunity to promote road safety messages.

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

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

- develop further the skills and confidence of assistants in order to maximise children's learning throughout the day
- support assistants to consistently use opportunities to build on children's prior knowledge and skills as they arise during their self-chosen play.

## Setting details

<b>Unique reference number</b>	EY375543
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10235219
<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 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	7 December 2016

## Information about this early years setting

The childminder registered in 2008 and lives in West Derby, Liverpool. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with assistants. She holds an appropriate early years qualification at level 6.

## Information about this inspection

**Inspector**  
Dawn France

## 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 discussed how the childminder organises her early years provision, including her aims and rationale for her early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to parents during the inspection and took account of their views.

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