

Childminder report

Inspection date:

29 September 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

Inadequate

What is it like to attend this early years setting?

The provision is good

The childminder provides a relaxed, happy place where children settle well and feel very much 'at home'. Children feel safe and respond to the childminder's encouraging words and friendly smile. They trust her reassurance and respond well to the routines and expectations established. Although they sometimes play freely and enthusiastically, the childminder's gentle encouragement also supports children to engage in some meaningful activities which support their learning. This means that children have a good balance of learning through their own play and ideas along with those which the childminder plans for them. The childminder uses her wealth of experience to spot when children are interested. She provides good levels of support and challenge to capitalise on this, which helps children to enjoy activities and achieve well.

Children are benefiting from the childminder's increased focus on the curriculum and her role in supporting their learning. Children's confidence is increasing. They enjoy regular visits to a toddler group, where they learn to build relationships with other children and take part in group activities. They separate from the childminder as they begin to explore more independently. Children are beginning to show an interest in books and songs as the childminder steadily improves her curriculum for promoting their communication and language. They especially enjoy outside experiences which build on their learning. For example, children visit parkland alongside the riverside, where they look at the river boats and practise their large movements and physical skills on the play equipment. Children are supported to develop the key skills they need to be ready for school.

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

- Following the previous inspection, the childminder took swift action to rectify breaches of the statutory requirements. She addressed safety hazards in the garden and focused on increasing her levels of support and supervision, which helps children to play and explore safely. Additionally, she accepted the guidance of the local adviser to help improve the curriculum. Some curriculum thinking is still developing. However, in the main, children are now supported to know more and do more.
- The childminder is responsive to young children's interests and play. This, along with well-thought-out activities, enables these children to get off to a good start. The childminder successfully encourages young children to count, play, explore their environment and become deeply absorbed. During the inspection, the childminder used stickers as a way to support children's fine motor skills. They concentrated hard and persisted in peeling off the back, before placing them in a suitably sized space on a paper plate. Children are developing the attitudes needed to support their learning.

- The childminder recognises when children are learning well. She understands how children develop their skills in mathematics as they play, including number concepts. For example, she models grouping three matching lions and other items as children play with toy animals. As children build confidence in counting three items, the childminder begins to add one or two more. This enables children to move forward with their learning and development.
- The curriculum for communication and language is helping children to hear lots of new words and to understand well. The childminder talks to children all the time. She is making increased use of song and other effective strategies. However, she knows there is still room to enhance the ways she promotes children's speaking skills. The childminder does not consistently use opportunities to encourage young children to give a verbal response. She is not as highly focused as possible on swiftly narrowing this gap in learning.
- The childminder makes sure that children learn about keeping themselves healthy. She encourages children to enjoy physical activity and to understand good personal hygiene routines. The childminder encourages children to eat a healthy diet. They make good use of home-grown fruit and vegetables, which they cook together. Very young children point to the fruit bowl and make healthy choices about the snacks they eat when they are hungry.
- The curriculum for reading is improving. The childminder now has a clearer understanding of how to teach the skills children need to be able to learn to read in the right order. She provides some books for children to explore and occasionally re-enacts stories, such as 'We're Going on a Bear Hunt', in the garden. However, the childminder does not consistently implement strategies to help inspire young children's love of books and reading as much as possible.
- Right from the start, the childminder builds good communication with parents. Effective use of two-way daily diaries, photos and information about new skills helps to keep parents well informed about children's care and learning. This helps them to continue to support new learning at home.
- The childminder has struggled to access a broad range of professional development opportunities since the move to more online training during the COVID-19 pandemic. She knows that she needs to find ways of overcoming this barrier to help her to sustain the good-quality provision for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses regular safeguarding training. She understands potential indicators of concern and knows the local procedures she is required to follow to protect children from potential harm. The childminder has increased her vigilance since the previous inspection. She helps children to know how to stay safe, such as understanding the need to remain seated when they are eating. She makes good use of safety equipment in the home to enable children to play and explore safely. Improved organisation and regard to the 'Statutory framework for the early years foundation stage' means that all required records are kept. This helps the childminder to safely manage her provision for children.

What does the setting need to do to improve?

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

- increase the focus on implementing more ways to encourage children's speaking skills
- broaden the strategies used to help all children to develop a love of books and stories
- consider further ways to continue to improve practice, build and develop the curriculum over time.

Setting details

Unique reference number	322264
Local authority	Liverpool
Inspection number	10243566
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	0 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 April 2022

Information about this early years setting

The childminder registered in 1993 and lives in Liverpool. She operates during school term time from 7.30am to 5pm, Monday to Friday. The childminder holds a relevant qualification at level 6.

Information about this inspection

Inspector

Angela Rowley

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed children's play and spoke with them to find out what they enjoy and can do while with the childminder.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector discussed the steps taken by the childminder to address the concerns identified at the previous inspection. The childminder provided the inspector with a sample of key documentation on request.

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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