

Childminder report

Inspection date: 6 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her co-childminder create a calm and nurturing environment. Children are expertly supported to feel safe and secure by the reassuring and friendly childminder. The childminder has high expectations of children's behaviour and they respond and listen well. They happily smile and confidently join in with familiar routines. Children sit and listen to a story intently, and they eagerly repeat familiar phrases and words from the book. Children are taught to take turns and share as they choose which songs they would like to sing. This supports children to make strong attachments and form friendships with their peers.

Children access a wide variety of resources and activities, which reflect their ongoing interests. They talk about their previous trip to the museum, as they hunt for fish in frozen ice blocks. They show resilience as they try to melt the ice to find the fish. The childminder supports children's thinking well, as she gives them ideas about how they can melt the ice. Children develop the muscles in their arms and hands as they use tools to break the ice. This helps to support their physical development.

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

- The childminder knows children well. She uses ongoing assessment to find out what they know and can do. This information is used to plan a range of activities to reflect their interests and their stages of learning. However, at times, younger children are not as fully engaged in the activities to develop their learning to the highest level.
- The childminder and her co-childminder have developed a curriculum that is rich in providing children with real-life experiences. Children are given numerous opportunities to learn about the world around them. They go on regular trips to the museum, library, dentist and playgrounds. This helps to consistently support their understanding and knowledge of the wider world.
- Positive partnerships with parents are formed. The childminder gathers information about children before they start at her setting. This helps support them to settle quickly. Parents feel they are communicated with extremely well, through messages and daily feedback. Parents comment that the childminder and her co-childminder, 'create many new experiences for their children'. This partnership has a positive impact on children's development and emotional well-being.
- The childminder shares stories with children and they have a range of books to freely access. Children are eager to listen at story time and show obvious delight when being read to by the highly engaging childminder. Children's communication and language skills are continually enhanced. Children learn new words such as 'stingray' and 'jellyfish', as they play and recall fish they have

seen at the aquarium. This promotes a love of reading from an early age.

- Children learn about good health. The childminder works with parents to encourage healthy options in the children's packed lunches. Mealtimes are sociable occasions and the childminder eats lunch with the children. This provides children with a positive role model as they take time to enjoy conversation. For example, the children and the childminder talk about the difference between leaves on the trees and lettuce leaves in her sandwich. The children recall how they have grown lettuce in their garden area. This helps to promote healthy lifestyles.
- Children learn about festivals and celebrations that are the same and different to their own. They recently learned about 'Yom Kippur' and made wreaths to celebrate the festival. Children regularly go out for walks in the community and to a local retirement home. This promotes children's understanding of equality and diversity in the world around them.
- The childminder is committed to her own professional development and seeks out training to keep her skills and knowledge up to date. She continually reflects on her practice and is extremely passionate about her role. The childminder works very well with her co-childminder. This helps to provide a high quality of care for the children attending the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge of safeguarding. She has attended regular training to ensure she can recognise the signs and symptoms of abuse and how to keep children safe from harm. The childminder understands how to refer any concerns about the welfare of a child. The childminder identifies any potential risks in her home and on outings. She ensures foods, such as grapes, are cut sufficiently and children know they must remain seated when they have food in their mouths. This helps to keep children safe and reduces the risk of choking.

What does the setting need to do to improve?

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

- strengthen planned activities in order to ensure learning opportunities are accessible for all children, particularly babies, to develop their learning to an even greater level.

Setting details

Unique reference number	EY484961
Local authority	Liverpool
Inspection number	10236593
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 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 October 2016

Information about this early years setting

The childminder was registered in 2015 and lives in the Wavertree area of Liverpool. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 5 and early years professional status. She works alongside a co-childminder. The childminder provides funded early education for two-, three- and four-year-old children. She supports children who have special educational needs and/or disabilities.

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 provider and has taken that into account in their evaluation of the provider.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took account of parents' written views.
- The inspector and the childminder carried out a joint observation of her co-childminder.
- The inspector observed the interactions between the childminder and the children.

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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