

Childminder report

Inspection date:

23 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is good

Children feel secure in the company of this kind and nurturing childminder. Resources are plentiful and children know how to access them. This allows children to develop their independence, which prepares them well for future decision-making. The childminder praises children for their choices during play. This motivates children to continue their play and learn more, particularly if things have not gone to plan. For example, a child is thrilled at correctly sorting coloured balls into pots, and then thrives on extending this activity with more colours and more instructions.

The childminder has arranged her setting to provide activities that supplement the curriculum. For example, age-appropriate books are available to toddlers, who can independently access them at ground level, while older children can access them via a bookshelf. This prepares them effectively for future learning through the development of skills needed to make effective choices. Younger children have a wealth of objects to use to develop their fine motor skills and explore their sensory preferences.

Children are keen to learn and behave very well. The childminder has a consistent approach and helps children to learn what is expected of them. She has high expectations for all children and is a positive role model. The childminder encourages children to respect one another, and this shows with the kindness displayed during cooperative play.

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

- The childminder establishes children's starting points and tracks their progress. Overall, there are good levels of challenge and the childminder plans sequential learning activities to support children.
- Mathematics is developed through play and daily routines. The childminder encourages children to count during activities and snack time. Mathematical vocabulary is used often. For example, children talk about filling up and emptying pots as they sort colours. Visual prompts for numbers and shapes are provided in the setting and found in books. They are also searched for in the environment when out on walks. As a result, children are confident and eager to show what they have learned.
- Children benefit from positive and respectful relationships. The childminder works to establish these bonds from the beginning and children know they are valued by her. Children also know they will be listened to and considered. They are content and confident, which is evident as they separate from parents with ease on arrival.
- The childminder teaches all children how to develop their independence skills. A

sequenced approach helps children learn where things are and where they go, so that in time, they can independently access them. This is achieved through age-appropriate tasks. For example, older children learn how to tidy up and return resources back from where they came. However, on occasion, the childminder recognises she does not provide ways to encourage challenge during independent and planned activities.

- The childminder engages in professional development opportunities, including all mandatory training. However, this is not yet successful in raising the quality of teaching to the very highest levels that promotes children making more rapid progress in their development.
- The childminder is particularly skilled at supporting children's speech and language development. She builds on children's communication skills through modelling correct vocabulary while also allowing children time to think and respond. There are many high-quality back-and-forth conversations. Children have many opportunities to practise talking and are encouraged to share their ideas. The childminder reads in a way that excites and enthuses the children and skilfully introduces new language as they enjoy books together.
- Parents are full of praise for the childminder. The relationships created between parent and childminder are based on trust and confidence in the service provided. Parents feel particularly well informed about their child's development. Home learning is supported well as the childminder provides parents with information about how children can be supported at home. This provides a consistent approach for children.

Safeguarding

The arrangements for safeguarding are effective.

The setting is immaculately clean and well maintained. The childminder is very mindful of children's safety. She adapts risk assessments accordingly and ensures equipment is checked for safety. The childminder has a good understanding of safeguarding. She keeps mandatory training up to date, including paediatric first aid. The childminder has endeavoured to develop her knowledge on safeguarding issues, and she is alert to the signs and symptoms of abuse. She knows the reporting procedures she must follow if concerns arise about her or other members of her family. Children are well supervised, and the childminder develops children's awareness of staying safe.

What does the setting need to do to improve?

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

- continue professional development to build on knowledge of the curriculum and develop teaching skills to further support children's learning.

Setting details

Unique reference number	EY423470
Local authority	Liverpool
Inspection number	10235514
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 November 2016

Information about this early years setting

The childminder registered in 2011 and lives in Mossley Hill, Liverpool. She works alongside another childminder. The childminder provides care all year round, from 7.30am to 4.30pm, Monday to Friday. She does not work on bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Shaun Wilson

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development.
- The inspector carried out a joint observation of a planned activity with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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