

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

Good

What is it like to attend this early years setting?

The provision is good

Children are well cared for and thoroughly enjoy their time in the company of this nurturing childminder. Children develop strong bonds with the childminder, who prioritises their emotional well-being. The childminder focuses on helping children feel settled. This has been further prioritised after periods of isolation due to the COVID-19 pandemic. As a result, children settle quickly when they start attending. They feel safe and are extremely confident.

Children behave well through all activities. The childminder has a consistent approach and helps children to learn what is expected of them. For example, children are reminded about using their manners through age-appropriate modelling of language. Children receive lots of praise and encouragement during their play, which motivates them to continue. The childminder treats children as individuals, and she encourages children to respect one another and to be kind.

The childminder arranges her home effectively. Resources are easily accessible, and this encourages children to make independent choices about their play. For example, toddlers can freely access books via a basket on the floor, and older children can access books on the shelf. This prepares them effectively for future learning, as children develop the skills and understanding needed to make effective choices.

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

- The childminder knows children well and plans for their progress. Overall, there is a good level of challenge, and the childminder plans according to what children need to know and learn to do next.
- The childminder is exciting and engaging when she reads. Children listen intently, as the childminder skilfully introduces new language. The childminder is particularly skilled at supporting children's speech and language development. She subtly picks up on words used by children and models the correct vocabulary during these interactions. The childminder allows time to think and respond to questions. There are many high-quality back-and-forth conversations. Children have many opportunities to practise talking and are encouraged to share their ideas.
- Children develop good independence skills. The childminder teaches young children how to find the resources they want to access and also models the vocabulary required to ask. Older children learn how to tidy up and return resources back from where they came. The childminder breaks tasks down into smaller steps, helping children to become competent and confident.
- The childminder encourages children to use mathematical vocabulary in play. Children often count objects around the setting and in books. Children talk about

filling up and emptying pots as they sort colours. When children make trips out to places such as the local park, they look for shapes and spot colours. As a result, children are more confident about what they know and are eager to learn more.

- Partnerships with parents are at the heart of the childminder's service. She gathers information that helps to build up a clear picture of each child when they start. The childminder is aware of developmental starting points, and progress is shared with parents. Where there are concerns about development, the childminder and parents plan what needs to happen next. For instance, the childminder seeks advice from other professionals and makes referrals to other services. This provides a consistency of care for children.
- The childminder ensures all children have many opportunities to develop their physical skills. Children are able to be physically active in the outdoor area or when visiting parks and other local amenities. Young children are also encouraged to crawl and navigate around objects inside the setting. However, there are some aspects of the curriculum where children would benefit from even more consistent focus.
- The childminder is committed to her role and to providing high-quality care and learning for children. She values professional development opportunities, and this contributes to the quality of her practice. However, this is not yet highly effective in raising the quality of teaching to the highest levels to provide children with precise learning intentions that help them to make even more rapid progress.
- Children benefit from the positive and respectful relationships the childminder establishes with them. Children listen to the childminder and know she will respond to what they say. They are content and confident, which is evident, as they separate from parents with ease on arrival.

Safeguarding

The arrangements for safeguarding are effective.

The setting is immaculately clean and well maintained. 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 on the 'Prevent' duty guidance. She is alert to the signs and symptoms of abuse and knows the reporting procedures she must follow if concerns arise. The childminder is aware of what to do if an allegation is made against herself or a family member. Children are well supervised, and the childminder develops children's awareness of staying safe. Risk assessments of activities and visits to other places are undertaken and adapted as required.

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 how children learn that further supports children in their progress.

Setting details

Unique reference number	322334
Local authority	Liverpool
Inspection number	10234534
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	1 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 November 2016

Information about this early years setting

The childminder registered in 1993 and lives in Mossley Hill, Liverpool. She works alongside another childminder. She operates 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 provider.
- 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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