

Childminder report

Inspection date:

7 November 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

Children are very happy and settled during their time with the childminder. She has a kind, calming nature and ensures that all children in her care feel valued. Children sit comfortably with the childminder as they look at photographs of other children and family members. They build strong attachments with the childminder. As a result, children are self-assured, feel safe and are emotionally secure. Children's behaviour is good. They have a good understanding of following routines and rules. For example, they know to take off their coats, place them on their pegs and find their picture. This helps children to develop their independence skills, supporting them in readiness for school.

Children confidently explore their environment and enjoy making their own choices as they play. They show high levels of engagement and curiosity as they explore with a newly introduced miniature doll's house. Children concentrate intensely as they make marks on paper. They show great control as they carefully grip pens and proudly show off what they have drawn. These opportunities help children to use their imagination and strengthen their fine motor skills to support their early writing. Children demonstrate positive attitudes towards their learning.

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

- The childminder is extremely dedicated and passionate about her role. She accurately identifies what she does well and any areas of development that are needed. The childminder continually reflects on her practice and sets herself clear targets and deadlines. For example, she has attended training to help strengthen her knowledge and skills, focusing particularly on the importance of the adult role to support children's learning. This has resulted in the childminder providing a more flexible daily routine that follows children's interests and individual learning needs.
- The childminder closely monitors children's progress. This helps her to identify any children who may require additional support. The childminder liaises with parents and outside agencies, and targeted plans are put into place. This collective approach helps support children to make the best possible progress.
- Overall, the childminder provides great opportunities for children to support their developing language. For example, children listen to familiar songs and rhymes and have access to a wide range of books. The childminder provides children with a running commentary of what they are doing and provides keywords for children to hear as they play. However, sometimes, the childminder does not give children the time that they need to think about their response to questions that have been asked, to help them build on their thinking and speaking skills.
- The childminder has a good understanding of when to actively engage in children's play and when to allow them to lead their own play and learning. She

provides interesting activities and opportunities that motivate children and link to their learning needs. For example, children actively explore with wooden statues and show interest in the different amounts and sizes that they have. However, occasionally, the childminder does not always use opportunities to test out children's knowledge in order to extend and challenge their learning even further.

- The childminder ensures that children learn about keeping healthy. For example, children wash their hands before eating food. They are given healthy food choices, such as fruit and vegetables, and have continuous access to water. Furthermore, children have opportunities to be physically active. For example, they go for walks and visit their local parks. This promotes children's physical skills, and they learn the importance of leading healthy lifestyles.
- Partnerships with parents are good. The childminder gathers important information when children first start that helps her to support their care and development needs. Additionally, the childminder gathers regular feedback from parents about the service that she provides. Parents state that their children are always happy and love spending time with the childminder. They feel well informed about how their children spend their day. Furthermore, the childminder provides ideas and suggestions for parents, to help support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibilities to safeguard children. She has a comprehensive safeguarding policy in place that provides the childminder with information on the procedures to follow to report any child protection concerns. She is aware of safeguarding issues that could affect young children within her local community, such as cuckooing and county lines. The childminder routinely risk assesses her environment and reminds children of their own safety around her home. For example, children are reminded to hold onto a rail as they climb stairs. Children are safe at all times.

What does the setting need to do to improve?

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

- give children the time they need to think about their response to questions, to help them build on their thinking and speaking skills
- focus teaching on extending and challenging children's learning, to help them develop their skills to the highest level.

Setting details

Unique reference number	EY462598
Local authority	Liverpool
Inspection number	10236177
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	1 November 2016

Information about this early years setting

The childminder registered in 2013. She is located in the Orrell Park area of Liverpool. The childminder operates all year round, from 8am to 5.30pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Kellie Lever

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection and took account of their views.
- 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 inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took into account the views and comments of parents.

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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