

Childminder report

Inspection date:

5 December 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

The childminder and her co-childminder create a welcoming and calm environment. Children are happy and settled. They thoroughly enjoy spending time here and demonstrate that they feel safe. Children have copious opportunities to enhance their physical development. Younger children ride around the garden on tricycles and scooters. Older children run around outside as they play number games. The childminder takes children on lots of outings. For example, they go to local parks, woods, museums and the festival gardens. These opportunities help children to learn about the world around them.

The childminder and her co-childminder are positive role models. They have high expectations of all children. The childminder teaches children to share the toys and to use their manners. Children behave very well. They play harmoniously as they take turns using the garden swings. Children are kind and considerate. For example, older children help younger children to carry boxes to the correct shelves during tidy-up time. The childminder praises children for being a kind friend. This helps to build children's self-esteem. The childminder engages children in a range of exciting activities that are planned using children's interests. This helps children to gain positive attitudes to learning.

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

- The childminder promotes children's mathematical vocabulary spontaneously. She introduces children to the words 'bigger' and 'smaller' as they compare the sizes of balloons. Children match coloured spots to the different-coloured balloons. The childminder encourages children to recognise shapes within the environment. This helps to promote children's mathematical development.
- The childminder creates a well-balanced curriculum. Children are excited to tell the group how they are feeling during circle time. They take turns to look in the mirror and show the face that they are feeling. This helps children to make progress with their emotional development.
- The childminder gathers information from parents when the children start at the setting. She establishes children's starting points with parents. The childminder plans activities that engage and motivate children into learning. She ensures that children remember what they have learned and plans their next steps well. This helps children to make good progress in their learning.
- Overall, children's independence is supported. However, there are times when the childminder and her co-childminder complete tasks that children are capable of attempting. For instance, the childminder sometimes puts children's coats and wellington boots on for them. She wipes children's noses without them having a go first. This does not consistently help children to develop independence.
- The childminder involves parents in the evaluations of her setting. Parents are

very complimentary about the standard of care provided. The childminder discusses ways parents can carry on learning at home. This helps to provide consistency in children's care and learning.

- The childminder has created close bonds with children. She knows when children are tired, hungry or unwell and responds appropriately. The childminder provides healthy and nutritional food and drinks for children. She teaches children about the importance of washing their hands after playing in the garden and after going to the toilet. This helps children to learn good hygiene routines.
- The resources are all easily accessible for children to select the toys they wish to play with. However, occasionally, the childminder does not organise the environment successfully for group activities. As a result, some children become distracted by other toys. This means children are not always able to sustain their focused interest in activities.
- The childminder teaches children about other cultures. She celebrates a range of festivals with them. The childminder talks to children about the dynamics of different families. She encourages children to recognise and celebrate similarities and differences between themselves and others. This helps children gain a deeper understanding of diversity.
- The childminder supports children's developing communication skills well. She enthusiastically joins in children's role play to model talking to people on the telephone. The childminder models language well to extend children's pretend play. This supports children's language development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She has a good knowledge of the signs and symptoms that indicate a child may be at risk of harm. The childminder knows how to report any concerns she may have about a child's welfare. She understands her duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours. The childminder ensures that she keeps up to date with a wide range of safeguarding issues and local procedures. For example, she regularly completes training. The childminder conducts regular fire evacuation drills with children.

What does the setting need to do to improve?

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

- extend opportunities to enhance children's independence skills, particularly when they are capable of carrying out tasks themselves
- minimise distractions to help children focus on group activities for longer.

Setting details

Unique reference number	EY426234
Local authority	Liverpool
Inspection number	10263335
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	12
Number of children on roll	13
Date of previous inspection	27 April 2017

Information about this early years setting

The childminder registered in 2011, and she works with another childminder in Aigburth, Liverpool. The childminder operates her service from the other childminder's home, all year round, from 8am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Olivia Barnes

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents' views were taken into account by the inspector by reading their written comments.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

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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