

Childminder report

Inspection date: 13 December 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The friendly childminder has created a nurturing environment for children. Children are happy and settled. They thoroughly enjoy spending time with the childminder and their peers. The childminder has high expectations for all children. She is a positive role model. The childminder encourages children to take turns with the resources. Overall, children behave well. On the occasions when disputes do occur, the childminder intervenes appropriately. For example, she encourages sharing when children want to play with the same toy. Children cuddle up to the childminder when they seek reassurance. They demonstrate that they feel safe and secure here.

The childminder takes children on daily outings to the museum, library, local parks and to walk around the local community. This helps children learn more about the wider world. She plans copious opportunities for children to be physically active. In bad weather conditions, the childminder encourages children to be physically active indoors. The childminder teaches children a range of words in Polish. She celebrates different festivals with children and she teaches them about other cultures. This helps children gain a deeper understanding of people and communities that may be different to their own.

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

- The childminder provides a broad and balanced curriculum. She teaches children about the language of feelings from an early age. The childminder encourages children to discuss how characters are feeling in books. Children look in mirrors and practise different facial expressions to represent their different emotions. This supports their emotional development.
- Children are developing an awareness of the importance of leading a healthy lifestyle. They learn about which foods are good for their bodies and why. The childminder promotes daily exercise. Children move around the room like a variety of animals, for example slithering like a snake. They practise hopping and jumping as they sing action songs. This helps to develop their large-muscle movements.
- The childminder focuses her professional development on raising the level of quality of her teaching. For example, she recently attended a webinar on supporting children to regulate their emotions. This helps the childminder to support and extend children's emotional development. The childminder ensures that she keeps all mandatory training, such as paediatric first aid and safeguarding, up to date.
- Parents are very happy with the service provided. They praise the childminder for the good communication with home. They are thankful for the ideas the childminder gives to parents to extend children's learning at home. This helps to

provide consistency in children's learning.

- The childminder promotes children's communication skills well. She gets down to their level and engages in their play, For example, she pretends to be the shopkeeper when role playing in the shop. The childminder helps to expand children's vocabulary. For example, she reads a variety of stories and engages children in singing songs together. Children gain a love of reading books from a young age. They excitedly choose books for the childminder to read to them.
- Children benefit from baking activities, when they have opportunities to cook and try new foods. However, sometimes, activities are not differentiated and planned precisely enough to take into account children's differing ages and abilities. At times, this limits their engagement and focus.
- The childminder has created close bonds with children. She recognises when children are tired, unwell or hungry and responds appropriately. Overall, children behave well. However, the childminder does not always make her expectations of children's behaviour clear or consistent. This means that children do not always follow her instructions, for example when they are waiting for their turn in group activities.
- The childminder knows children well. She knows where they are up to in their development and what she needs to target next to help children continue to make progress. Children are confident communicators. They discuss where they would like to go on their daily trips and they decide which toys they would like to play with.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of what constitutes a safeguarding concern. She understands the procedures to follow to protect children from harm. The childminder understands her duty to be vigilant about possible indicators that a child or family may be at risk of being drawn into extremist behaviours. She teaches children about possible risks and hazards. For example, she conducts a fire evacuation procedure with them, in the event of an emergency. The childminder teaches children about road safety when they go out on their daily walks. She teaches children to cross roads safely. The childminder maintains a safe environment for children.

What does the setting need to do to improve?

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

- plan group activities which extend learning for all children, so all children are engaged
- make expectations for behaviour clear and apply these more consistently, to fully promote children's good behaviour.

Setting details

Unique reference number	2595926
Local authority	Liverpool
Inspection number	10263741
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 10
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Everton, Liverpool. She operates all year round from 8am to 6pm, Monday to Thursday, except for family holidays. The childminder holds a 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 childminder. She has taken that into account in her evaluation of the setting.
- The inspector looked at relevant documentation and evidence of the suitability of adults living on the premises.
- Parent views were taken account of.
- The inspector spoke to the childminder and the children at convenient times throughout the inspection.
- The inspector observed the quality of education being provided. She assessed the impact these activities had on children's learning.
- The inspector discussed with the childminder how the curriculum is planned and implemented.

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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