

Childminder report

Inspection date: 12 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and very well settled in the care of the childminder and her assistants. Children learn about the high expectations in place for behaviour. They share, take turns and are very friendly towards each other. Staff model good manners and encourage children to copy this, despite their very young age. Children behave very well. They are confident in the environment and make good progress in their learning and development.

Children enjoy exploring the wintery conditions when playing in the garden. Staff check the area is safe and remind children to be careful not to slip. Children are learning how to assess risk and manage their own safety. They are intrigued when staff demonstrate how ice melts under warm water. Children use their large muscles to smash and dig the ice with spoons before watching it disappear in the water. Staff teach children new words, such as 'crunchy' to describe what they hear when walking on the icy grass. Children are eager and motivated learners. They demonstrate an impressive level of independence and curiosity for their age.

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

- The childminder plans a curriculum that is flexible to meet children's individual needs. She places a high value on child-led learning and encourages children to make choices about what they play with. The childminder and her assistants have a good understanding of what children already know and what they need to learn next. They skilfully weave children's next steps into activities that interest them. This helps children to remain engaged and develop a positive attitude to learning.
- Overall, children's communication and language development is promoted well. Staff support children to learn new words, sing songs and copy familiar words from books. However, on some occasions they do not model words correctly, for instance 'nana' instead of 'banana' and 'blankie' for 'blanket'. This prevents children from consistently hearing and learning the correct pronunciation of words.
- Children have lovely relationships with the whole team. Staff are highly alert to children's individual needs and respond swiftly when children are tired, hungry or cold. Children benefit from a well-embedded routine and know what is happening next. For instance, children anticipate tooth brushing time after snack and sit down without a prompt. This helps children to feel secure and promotes their emotional well-being.
- Staff spend a lot of time talking to children and engaging them in back-and-forth conversations. They ask open-ended questions to help children develop their thinking skills. However, staff do not always give children enough time to think about and respond to what they are asked. For instance, staff ask children to

make the noises of animals from a book, but then answer on their behalf. This prevents children from practising the skills they have previously learned.

- Partnership working with parents is effective. The childminder obtains a wealth of information from parents when children first start to help her get to know them. Parents receive daily feedback on their child's day and updates on their stages of development. The childminder offers ideas about how parents can extend children's learning at home, for instance, using homework packs. This promotes continuity in children's care and learning.
- Children benefit from a healthy diet and exercise. They learn about healthy choices at snack time, when choosing fruits, and are encouraged to drink a lot of water. Children learn about oral health and practise brushing their own teeth. Staff support this with familiar songs and rhymes to help children remember the correct way to brush. This supports children's understanding of care practices and promotes their overall good health.
- The childminder has procedures in place for supervision, coaching and mentoring of her assistants. She observes their practice and provides feedback to help improve their skills. All staff access a wealth of professional development opportunities and complete various training courses. This helps to deepen their knowledge of child development and provides consistency in the quality of education that children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of how to keep children safe from harm. They can recognise the signs and symptoms of abuse and know the procedures for referring concerns. The assistants understand how to refer concerns beyond the childminder if necessary. The childminder has robust procedures in place for the safe recruitment of staff. All staff complete checks of the environment and resources to ensure that children are safe from hazards. The childminder and both assistants have completed paediatric first-aid qualifications to help them respond to accidents and emergencies.

What does the setting need to do to improve?

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

- consistently model the correct vocabulary to support children's communication and language development further
- provide children with enough time to think about and respond to the questions they are asked.

Setting details

Unique reference number	EY459861
Local authority	Sefton
Inspection number	10236106
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 6
Total number of places	18
Number of children on roll	11
Date of previous inspection	16 January 2017

Information about this early years setting

The childminder registered in 2014 and lives in Liverpool. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She also works with two assistants.

Information about this inspection

Inspector

Kayte Farrell

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 provision.
- The childminder gave the inspector a tour of the setting and discussed how the curriculum is planned and implemented.
- Discussions were held with the childminder, assistants and children at appropriate times throughout the inspection.
- The inspector observed the quality of education, indoors and outdoors, and evaluated the impact on children's learning.
- A leadership and management discussion was held with the childminder. The inspector looked at paediatric first-aid certificates and qualification certificates, and checked documentation relating to the suitability of people living and working on the premises.

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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