

# Childminder report

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Inspection date: 15 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Children bound up the garden path excited to start their day at this home-from-home setting. The childminder offers them a safe and comfortable learning environment. This is a place where they can enjoy a wide range of carefully planned activities, which excite and engage them. Children express themselves as they dance around swirling coloured scarves. They concentrate as they listen for the cues from action songs, such as 'sleeping bunnies' and 'dingle dangle scarecrow', and join in with the movements. Children create their own music banging bongo drums, jingling bells and exploring other instruments. They are able to choose what they want to play with during their free time, and all the resources are accessible to them. Adult-led activities gear towards their interests and developmental needs.

Children show empathy and kindness towards each other. They learn about the importance of sharing toys and taking turns with their friends. They are familiar with the routines at the setting, such as tidy-up time, nap times and sitting in their low chairs for meals and snacks. Children enjoy going out into the wider community on a regular basis, which increases their awareness of the world around them. This includes trips to the park and a nearby playgroup.

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

- The childminder has created a safe physical and emotional environment. The space is well organised, and she uses resources in an imaginative and flexible way. For example, she uses bubble play to support children's hand-eye coordination and speech development. This enables children's confidence and independence to grow.
- Children's progress is regularly reviewed. As a result, the childminder adjusts her practice and provision accordingly. This allows children to receive individualised support to extend their learning and development.
- The childminder is able to confidently identify children who have additional needs. She has extensive experience working with other professionals, and knows when children may benefit from further assessment. This ensures that children have every opportunity to achieve their full potential.
- The childminder places a strong focus on communication and language development. Children have access to lots of books. There is plenty of singing and nursery rhymes and lots of conversations taking place. The childminder understands the different ways in which children communicate, and uses both verbal and non-verbal methods with the babies. Sometimes the childminder does not pronounce words correctly. She uses words like 'bickie' instead of biscuit. This does not support children to develop the correct vocabulary.
- The childminder is a good role model who treats children with courtesy and

respect. She recognises that children may need support in identifying acceptable behaviour, for example when they snatch toys from their friends without asking. This helps children to understand what is expected from them.

- The experiences that the children have at this setting are planned and purposeful. The childminder encourages the children to think about what they need to do next. For example, when building a tower with construction blocks, the childminder helps the children to work collaboratively to create a strong base. This supports children to think about their own progress and how they might improve.
- The childminder promotes positive attitudes to diversity. There are resources within the setting that reflect a wide range of cultures, and children celebrate different events. This encourages children to develop their own identity alongside other cultures and styles of living.
- Parents speak highly of this setting. They feel involved in the journey their children are taking. They get regular updates about their children's progress and development. The childminder shares ideas of activities to continue at home. This allows children to experience a consistent approach and extends their learning at home.
- The childminder has a clear vision and seeks to provide high-quality, inclusive care and education for the children at her setting. She keeps her knowledge up to date with regular independent research, alongside more formal training. This enables children to enjoy opportunities they may not otherwise access, such as baby massage and baby yoga.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the environment, both indoors and outside, is safe and secure for children. She conducts regular risk assessments of the equipment and toys. Safety gates are in place to ensure that children can only access the rooms used for childminding. The childminder understands child protection procedures and can confidently recognise when a child may be in danger or at risk of abuse. She has a sound working knowledge and understanding around how to safeguard and promote the well-being of children.

## What does the setting need to do to improve?

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

- extend the use of modelling of new and different words in order to develop children's growing vocabulary.

## Setting details

<b>Unique reference number</b>	2598570
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10262937
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and is based in Wavertree, Liverpool. She operates all year round, from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 6.

## Information about this inspection

### Inspector

Louise Masterson

### 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 with the setting.
- The childminder and inspector conducted a learning walk where there was a discussion regarding the organisation and delivery of the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- Feedback was gathered from parents and children at appropriate points.
- A joint observation of an activity led by the childminder was conducted.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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