

Childminder report

Inspection date: 10 January 2023

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children enjoy attending this welcoming setting. They arrive happily and are pleased to see their friends. Children understand the daily routines and they are confident to join in with small-group activities and in activities they choose for themselves. The childminder and her assistants promote good behaviour. Children behave well and show respect for one another and the adults that care for them. The childminder and her assistants help children to develop their independence skills. For example, children change out of wet clothes and put on their own shoes and coats. Children feel secure in the nurturing care of the childminder. They regularly approach her for affection and cuddle up to her to listen to stories.

The childminder has a good knowledge of the children in her care. She carefully plans activities, which are aimed at supporting their individual development and promoting well-being. For example, the childminder supports children's understanding of effective oral hygiene during a tooth brushing activity. Children learn about the differences and similarities between themselves and others, through a range of well-planned activities and resources. Children have opportunities to build on their experiences and develop skills they will need for their future learning at school.

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

- The childminder has worked very hard to address the actions and recommendations raised at her last inspection and has made positive changes. She has introduced an online accurate register of children's attendance and ensures ratios are met. The childminder sought advice from the local authority and has attended training to help strengthen her knowledge, skills and understanding. For example, she has recently completed a safeguarding training course. The childminder is keen to improve her practice, raise the quality of her provision and sustain the positive adjustments she has already made.
- The childminder knows how young children learn. She gets down to children's level, playing and exploring alongside them and encouraging their curiosity. She extends their exploration, asking them questions, and gives them time to think and respond. Children count well, they name colours and concentrate, as they recall the names of food for their play picnic. They have fun with the childminder's assistants as they build toy cars from bricks and count how many wheels they have on all the cars together.
- The childminder works well with her assistants, who are attentive to the children. Children affectionately talk to and include the assistants in their activities. While the childminder is aware of areas to develop further in her assistants' practice, she has not addressed them in the interim, before the assistants complete training. She does not fully explore ways to support both of

her assistants to develop their knowledge and skills, and ensure the quality of teaching is consistently high.

- Assistants are effective in supporting children during their play. They sit during activities and help children develop their vocabulary as they sing and read stories. Occasionally, during some small-group activities, assistants do not always ensure that all children taking part have opportunities to speak and be fully involved, to promote their communication skills and self-esteem.
- The childminder encourages children to help to set the table at snack time. Even younger children get involved and get plates from the 'lunch station'. The childminder and assistants weave mathematical learning into the task by telling them how many plates to get. This supports children with their early mathematical understanding and sets the foundations for future learning.
- The childminder gathers detailed information about children and their families from the start. She finds out about children's routines and development at home. She uses this, along with her own assessments of children's learning, to plan for the next steps in their development. Children make good progress.
- The childminder ensures children's physical well-being is closely supported. She provides healthy snacks and meals. The childminder takes children out to local parks and activities and provides resources in her garden, to encourage children to be active in the fresh air.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs of abuse and neglect. She confidently understands her responsibilities to help keep children safe. The childminder is clear in the action she would take if she had concerns about a child's welfare. She is able to explain the procedure she would follow, if an allegation was made against herself or her assistants. The childminder attends safeguarding training to ensure that her knowledge and skills remain up to date. Likewise, she ensures that her assistants maintain their knowledge and skills in safeguarding and first aid. She completes relevant checks on her assistants to ensure their ongoing suitability to work with children. The childminder carries out regular risk assessments in the setting to ensure children are kept safe.

What does the setting need to do to improve?

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

- sharpen the monitoring of staff practice to raise the quality of teaching to a consistently high level
- support staff to enhance their interactions with children, particularly during small-group times, so that children are supported even further in their play and learning.

Setting details

Unique reference number	EY562994
Local authority	Liverpool
Inspection number	10251859
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 4
Total number of places	18
Number of children on roll	16
Date of previous inspection	26 July 2022

Information about this early years setting

The childminder registered in 2018 and lives in Liverpool. The childminder holds an appropriate early years qualification at level 3 and she works with assistants, two of whom hold appropriate early years qualifications at levels 2 or 3. The childminder provides care from 8am to 6pm, Monday to Friday, all year round, except for family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Interactions between the childminder, her assistants and children were observed by the inspector.
- The childminder's assistants spoke to the inspector at appropriate times during the inspection and the inspector 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 childminder deliver a planned activity and discussed children's learning with her.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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