

Childminder report

Inspection date: 10 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle quickly and form strong relationships with the childminder. They feel relaxed in the welcoming environment. The childminder works alongside an assistant who also cares for children. Children access a range of appropriate resources independently. They are encouraged to explore and make their own choices. Children spend time in a dedicated play space with direct access to a secure outdoor garden. They are happy and safe.

Children visit a variety of groups where they play with other children. This helps them to develop their communication and social skills. Children also visit soft-play facilities, which helps them to develop their physical skills. The curriculum supports children's learning across all areas. Children learn a variety of new knowledge and skills. They respond positively to the high expectations the childminder sets for them. For example, children learn about colours as they match magnetic letters with the childminder's support.

Children behave well. They listen to instructions and follow them enthusiastically. For example, when it is time to tidy up, children help to put things away. They are encouraged to use good manners, which are modelled by the childminder. Children become involved in the activities provided, showing great interest in what is on offer. This helps them to engage in their learning.

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

- The childminder knows children well and plans next steps that are challenging for individual children. She offers children activities that support their development. For example, while focusing on counting skills, they are encouraged to count scoops of ingredients as they make dough. Children learn well and develop their skills.
- The childminder regularly checks children's progress. She quickly identifies any concerns in relation to their development and takes immediate action to support these children, for example by referring children to speech and language therapy. This means that any gaps in children's learning are quickly addressed, to help them make consistent progress across all areas of learning.
- The childminder provides good support for children's communication and language skills. She introduces lots of new vocabulary. For example, during activities, the childminder uses terms like 'mix', 'soft' and 'roll'. She narrates what she does and asks children questions to encourage them to speak. This helps children to develop confidence in their own communication skills.
- Overall, children have positive attitudes to learning. They engage with the resources on offer and join in with activities for extended periods of time. Children are eager to explore and show confidence in their surroundings. They

develop a love of learning. However, background noise, such as the television, often distracts children from their learning. This means that children are not always able to give their full attention to their learning.

- The childminder helps children to develop their resilience. For example, as children mix colours into dough, the childminder encourages them to mix until the colour is completely mixed in. This helps children to develop perseverance as they show great focus on the task.
- Children are encouraged to develop their independence skills. For example, the childminder encourages children to collect their own meals and carry them to the table. This helps children to develop confidence in their own abilities.
- The childminder has attended a variety of training to help her to develop her practice. For example, she has attended courses on supporting children with special educational needs and/or disabilities (SEND). This has helped her to support children with SEND and helps to ensure that her practice is always improving.
- Parents are very happy with the service provided by the childminder. They praise the warm and welcoming environment, friendly adults and the communication they receive. The childminder provides guidance to parents to support them with children's learning at home. For example, she offers advice around toilet training. This helps to ensure consistency between the childminder and home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of different types of abuse. She knows what the signs are for each type and what action she will take if she has any concerns. The childminder provides appropriate car seats for children of all ages. This helps to keep children safe when travelling. The childminder assesses risk in her environment to help identify ways she can keep children safe. For example, she uses safety gates to help ensure children only access appropriate spaces. The childminder provides access to drinking water at all times to help support children's good health.

What does the setting need to do to improve?

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

- consider distractions in the environment and how these can be reduced to allow children to fully focus on their learning.

Setting details

Unique reference number	2597097
Local authority	Liverpool
Inspection number	10263454
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	1 to 18
Total number of places	6
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Liverpool. She operates from 7am to 6pm, Monday to Friday, all year round, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Amanda Richards

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 and the inspector completed a learning walk together and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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