

# Childminder report

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Inspection date: 2 March 2023

<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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are safe and well cared for in this setting, which is mainly based outdoors. They are warmly welcomed by the childminder, who complements the time they spend in nursery. Children enjoy meaningful conversations about their morning at nursery as they sit and eat their packed lunch. They have good opportunities to develop their personal independence and demonstrate a strong sense of belonging. Children make informed choices as they consider whether they want to play outdoors or go inside the summer house to play.

Children are developing the skills and attitudes they need to help them succeed in school. They have lots of exposure to activities and experiences that provide a secure foundation for their future learning. These are skilfully adapted and extended 'in the moment', as the childminder uses children's interest and ideas to help them to learn and understand more. Children become engrossed as they take part in a spontaneous memory game using a selection of animals. As their confidence in their new game grows, children independently add further challenge by increasing the number of items. When it is their turn to choose which items to move out of sight, they delight in the opportunity to test the memory of the childminder. Children's learning is further extended, as they are encouraged to pause and think about what clues they could give to describe the 'hidden' animal.

Since the COVID-19 pandemic, the childminder has continued to operate from her rear garden. Parents and children enter via the garage, which provides suitable facilities for handwashing and an area for children to change into appropriate outdoor clothing depending on the weather.

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

- The childminder uses relevant guidance to help her to provide each child with a broad and balanced curriculum. She uses her good knowledge of children's interests and their current capabilities to provide individual support. However, on occasion, the childminder does not precisely identify what she wants children to know and do from planned activities, to extend children's learning even further.
- The childminder has a sound understanding of child development and ensures children have the skills they need for later learning. For example, in readiness for eventual handwriting, the childminder focuses on developing the strength and flexibility in children's arms, wrists, hands and fingers.
- The childminder works particularly well with other settings that children also attend. After considering what children have learned in nursery, she plans relevant activities. For example, after learning about Shrove Tuesday, children enjoy weighing and measuring ingredients to make their own pancakes.
- The childminder makes good use of opportunities offered by routine meal and

snack times to extend learning. Children use small tools with increasing skill. For example, they use a small knife to butter their own toast or other kitchen tools to safely chop their own fruit.

- Children are well supported to gain a deeper understanding of number. Mathematical concepts and language are continuously woven into children's play. Children are encouraged to compare sizes, to count items and to select the correct number of items for the corresponding numeral.
- The childminder routinely introduces new words to build children's vocabulary. Books are highly valued. Older children are learning to differentiate between fiction and non-fiction books as the childminder supports their eagerness to learn more about where animals live in the wild. Children enjoy songs, rhymes and stories as part of their daily routine. They talk enthusiastically about weekly trips to the library and characters in their favourite stories. Children's communication, language and love of reading are well promoted.
- The childminder provides some rich opportunities for children to learn about the world. For example, children learn about where food is grown; they look at maps and use books to find out more about different countries. However, opportunities for children to learn more about and appreciate differences between themselves and others in society are less established.
- The childminder is a positive role model. Expected behaviours are clearly explained, and children are well supported as they learn to manage their feelings and emotions. Children receive high levels of praise and encouragement. This motivates children to keep trying, building their resilience, and to develop a positive attitude to learning.
- Parents are complimentary about the quality of care and education their children receive. They comment specifically on the excellent communication, the positive relationships their children form and the benefits of the outdoor-based provision.
- The childminder is well organised and manages her setting well. She is committed to providing high-quality provision. Good continuous professional development helps to extend her expertise and further improve the quality of education provided.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibility regarding child protection. Relevant training and updated guidance mean that the childminder fully understands the procedure to follow if she is concerned about a child's welfare. This includes her responsibility to notify the local authority designated officer in the event of an allegation being made against the childminder or a member of the household. Children's safety is assured through appropriate risk assessments and close supervision. This means children can play and move safely. Good explanations help to raise children awareness of possible risk and how to keep themselves safe, such as when using small tools to chop fruit.

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

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

- strengthen the educational programme to deepen children's understanding of their own identity and of the diversity of life in modern Britain
- enhance the already good planning to further extend children's learning.

## Setting details

<b>Unique reference number</b>	EY376561
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10263820
<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>	3 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	12 May 2017

## Information about this early years setting

The childminder registered in 2008 and lives in Liverpool. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-year-old children. She holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Vickie Halliwell

### 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 of the provider.
- The inspector observed the quality of education being provided. She assessed the impact these activities had on children's learning. She completed a learning walk with the childminder to discuss how the curriculum is planned and implemented.
- The childminder and the inspector discussed how the teaching observed extended children's understanding and linked into the learning intentions for the children.
- The inspector looked at relevant documentation and evidence of the suitability of adults living on the premises.
- Consideration was given to parents' written comments.

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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