

Childminder report

Inspection date: 3 March 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	Good
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What is it like to attend this early years setting?

The provision is good

The friendly childminder creates a welcoming and nurturing environment. Children are happy, settled and demonstrate that they feel safe here. They thoroughly enjoy spending time with the childminder and her co-childminder. The childminder is a positive role model. She has high expectations of all children. The childminder teaches children about emotions from a young age. Children take turns to tell the group how they are feeling during carpet time. They practise pulling faces to represent different emotions. This helps to promote children's emotional development. Children's behaviour is very good. They play harmoniously together, sharing toys and resources. Children are excited to explore their environment. They are motivated and interested to learn. Children listen attentively to the childminder and her co-childminder. They follow their instructions excellently. Children are confident communicators and express their needs and wants well.

The childminder and her co-childminder take children on a vast array of outings. They attend weekly forest school and yoga sessions. Children have opportunities to order their own food when they go out for lunch. Children excitedly talk about their recent trip to China Town to celebrate Chinese New Year. These opportunities enrich children's experiences and help them learn more about the wider world.

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

- The childminder provides a broad and balanced curriculum. She understands how children learn and what interests them. The childminder monitors children's progress closely and quickly identifies any gaps in their learning. She keeps parents updated with children's progress. However, the childminder does not always provide parents with ways they can carry children's learning on at home.
- The childminder places a strong focus on promoting children's physical development. Children confidently ride around the garden on balance bicycles. Young children climb up steps on tall play equipment safely. They have copious opportunities to be physically active. This helps to develop children's large-muscle movements.
- Children learn about similarities and differences between themselves and others. For example, the childminder teaches children keywords in languages that they speak with family members at home. The childminder teaches children about different cultures and celebrates a range of festivals. This helps children learn more about people and communities that may be different to their own.
- The childminder promotes children's communication and language skills well. She expands their vocabulary by reading books, singing songs and playing with them. The childminder encourages toddlers to identify animals as she shares books with them. Children attend a weekly sign language session. They impressively use sign language as they sing songs during carpet time. This helps

to enhance children's speaking skills.

- Children's behaviour is excellent. They know the routine of the setting well and have formed positive and caring relationships with the childminder and her co-childminder. Children work well as a team to put all of the toys away during tidy-up time. They take turns to go on the see-saw together. The childminder praises children for their positive behaviour. This helps to build up their self-esteem.
- The childminder provides children with opportunities that enhance their growing independence. Children put their own shoes on before they go outside. They pour their own drinks at snack time. Children learn how to manage their own personal hygiene. This helps to prepare them for the next stage in their learning.
- The childminder promotes children's mathematical development well. Children recognise numbers in their environment. They name a range of 2D and 3D shapes. Children recognise colours in the assortment of fruit that they chop at snack time. This helps children make progress with their mathematical development.
- The childminder has forged relationships with other settings children attend. However, she does not share information about children's development or their next steps with other settings children attend to provide continuity in their learning.
- The childminder accesses training to support her continued professional development. She has recently completed training on children's speech and language development. The childminder focuses her professional development on building up her skills to further support children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She has a good knowledge of the signs and symptoms that indicate a child may be at risk of harm. The childminder knows how to report any concerns she may have about a child's welfare. She understands her duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours. Children learn how to cross roads safely when they go on their daily outings. The childminder conducts regular fire evacuation drills with children. Children are well supervised in all areas of the premises.

What does the setting need to do to improve?

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

- provide further ways parents can extend children's learning at home
- share information about children's learning and development with other settings children attend.

Setting details

Unique reference number	EY472746
Local authority	Liverpool
Inspection number	10264146
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 8
Total number of places	6
Number of children on roll	16
Date of previous inspection	6 June 2017

Information about this early years setting

The childminder registered in 2013 and lives in Garston, Liverpool. She operates all year round, from 7.30am to 6pm Monday to Thursday, and from 7.30am to 5pm on Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and works with a co-childminder.

Information about this inspection

Inspector

Olivia Barnes

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 her evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents' views were taken account of by the inspector by reading their written comments.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

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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