

Childminder report

Inspection date: 3 March 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children thrive in the calm and nurturing environment the childminder and her co-childminder provide. The childminder has created positive and caring bonds with all of the children. Children thoroughly enjoy spending time here and they feel safe. The childminder is a positive role model. She teaches children to share the toys. Children's behaviour is excellent. They listen attentively to the childminder's instructions and follow them well. Children are confident and motivated learners. They gain positive attitudes to learning. Children are engrossed as they independently peel and chop a variety of fruits at snack time. The childminder introduces them to new vocabulary, such as 'sour', 'sweet', 'hard' and 'soft' to describe how the fruits taste and feel. She encourages children to discuss their favourite fruits and why.

The childminder and her co-childminder place a strong focus on outdoor learning. They take children on public transport, such as going on a ferry ride across the River Mersey. Children attend weekly forest-school sessions. They go on walks around the local community and visit the fire station. These outings provide children with a breadth of first hand experiences and help them to 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 has a clear understanding of children's next steps and builds on their previous knowledge. The childminder monitors children's progress closely, and quickly identifies any gaps in their learning. She works closely with professionals to ensure that children access the required support. This ensures that all children make good progress in their learning.
- The childminder prioritises children's physical development. Children run, climb and balance in the childminder's garden. She teaches them how to use scissors. Children show excellent cutting skills as they cut paper to make a range of 2D shapes. This helps to strengthen children's small-muscle movements.
- The childminder provides opportunities that enhance children's growing independence. Children put their own slippers on when they come inside from the garden. They serve their own food at lunchtime. Children carry their own plates to the bin and scrape off any unwanted food. These opportunities help to prepare children for the next stage in their learning.
- Parents are very complimentary about the care the childminder and her co-childminder provide. They praise the childminder for the extensive amount of trips they take children on. Parents are thankful for the 'home-from-home' environment they provide.
- Children's behaviour is very good. They play harmoniously together sharing the

toys and resources. Children are confident communicators. They have excellent speech and language skills that help them to express their needs appropriately.

- The childminder teaches children about different cultures. She celebrates a range of festivals with children. For example, children went to China Town to celebrate Chinese New Year. The childminder cooks traditional meals from other countries that children eat with their family at home. The childminder teaches children about the dynamics of different families. This helps children learn about inclusion and diversity.
- The childminder evaluates her provision. She includes parental and children's views into her self evaluation. The childminder has forged relationships with other settings that children attend. However, she does not share information about children's learning or development with them to provide continuity in children's learning.
- Children develop an awareness of healthy lifestyles. The childminder gives clear messages regarding oral hygiene. She talks to them and reads books about oral hygiene, including about brushing their teeth. The childminder encourages children to drink water. Children learn how to manage their own personal hygiene, for example, they wash their hands by themselves. This helps to promote their personal development.
- The childminder helps to keep children safe. For example, she practises regular fire evacuation drills with children. The childminder ensures that children do not use the internet at her home. She also sends advice and guidance to parents to help them to teach their children about internet safety. The childminder would like to teach children more in-depth ways to keep themselves safe online, in order to help prepare children for a life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe. She knows the signs and symptoms that may indicate that a child may be more vulnerable to abuse. The childminder is aware of the procedures to follow in the event that she has a concern about a child in her care. 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. The childminder teaches children about road safety when she takes them on daily outings. Children learn how to cross roads safely. The childminder keeps her safeguarding knowledge up to date by attending training courses and accessing online training.

What does the setting need to do to improve?

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

- exchange information about children's learning and development with other

settings children attend to provide continuity in their learning.

Setting details

Unique reference number	EY472750
Local authority	Liverpool
Inspection number	10264147
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 the 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 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 provider and has taken that into account in her evaluation of the setting.
- 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.
- The inspector took the account of parents' views 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023