

# Childminder report

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Inspection date: 8 March 2023

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

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

### The provision is good

The warm and friendly childminder creates a welcoming environment for children. She is a positive role model and has high expectations of all children. The childminder encourages children to share the resources. Children's behaviour is good. They demonstrate that they feel safe and secure here. Children listen carefully to the childminder's instructions and follow them excellently. The childminder gives them high fives for their excellent behaviour. This helps to raise their self-esteem.

Children arrive at the childminder's house excited to explore the activities. They gain positive attitudes to learn. Children are engrossed as they follow the recipe to make their own cakes. They crack the eggs by themselves and mix together the ingredients. Children carefully scoop the mixture into the cake cases. This helps to strengthen children's small-muscle movements.

The childminder teaches children about different cultures and celebrates festivals with them. Children learn about the similarities and differences between themselves and others. For example, the childminder read stories about characters with disabilities. She teaches children about the role of guide dogs and how they help people. This helps children learn about diversity and inclusion.

## 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 knows what she wants children to learn next. The childminder plans appropriate next steps in children's learning. However, she does not precisely target further professional development opportunities that enable her to develop the quality of her teaching to an even higher level.
- The childminder provides opportunities that enhance children's growing independence. For example, children take their own shoes and coats off. They learn to serve themselves food at mealtimes. Children persevere and show great determination as they develop a can-do attitude to their learning. Skills such as these help to prepare children for the next stage in their learning.
- The childminder promotes mathematical development well. Children count out the tablespoons of water that they add into the cake mixture. They are encouraged to recognise the numbers they can see on the scales as they weigh out the butter. This helps to develop children's mathematical knowledge.
- Children behave well. The childminder is calm and consistent in her approach. She treats children with the upmost respect. Children are kind and helpful. They tidy up the games when they have finished playing with them. The childminder uses verbal praise and stickers to encourage good behaviour.
- The childminder implements good personal hygiene routines, such as

handwashing before meals. She teaches children about oral hygiene and the foods that are good and those that can harm our teeth. This helps to promote children's personal development.

- Parents are pleased with the service provided. The childminder provides parents with verbal feedback about children's learning each day. Although she reflects on and evaluates her practice, the childminder does not always involve parents fully in the evaluation process to help to identify further improvements to the setting.
- The childminder provides a language-rich environment and encourages conversation. She introduces new words to children as she plays with them. Children learn the names of the planets in the solar system as they take turns to build their rockets. This helps to extend children's vocabulary.
- The childminder takes children to local play groups, where they meet with other children and gain useful social skills. Children have opportunities to choose, order and pay for their own food when the childminder takes children out for lunch. These experiences help children to learn about the wider world.
- Although the childminder's paediatric first-aid qualification has expired, she has attended online refresher training. Furthermore, the childminder is booked to attend a face-to-face course to renew her qualification imminently. The childminder demonstrates a good knowledge of how to administer first aid in the event of an accident or emergency.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She understands the procedures to follow to protect children from harm. 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 knows the correct procedures to follow should an allegation be made against herself. Children are well supervised throughout the premises. She teaches children about road safety when they go on their outings.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure that a full and valid paediatric first-aid qualification is maintained at all times.	07/04/2023

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

- focus professional development more precisely on raising the quality of teaching to the highest level
- strengthen ways to gather parental views that inform future self-evaluation.

## Setting details

<b>Unique reference number</b>	2619172
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10280929
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	3 to 12
<b>Total number of places</b>	3
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2021 and lives in Liverpool. She operates all year round, from 8am to 6pm, Monday, Wednesday, Thursday and Friday, all year round, except for bank holidays and family holidays.

## 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 their evaluation of the setting.
- The childminder and the inspector had a learning walk of the areas used by the children and discussed the childminder's curriculum aims.
- The inspector observed interactions between the childminder and the children and reviewed the impact on the children.
- The inspector spoke to a parent and read written feedback from other parents and took their views into consideration.
- A joint observation was carried out by the inspector and the manager.

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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