

Childminder report

Inspection date: 3 May 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

Children enjoy their time at the home-from-home setting. They have formed strong bonds with the childminder and are treated like members of the family. This supports children's emotional well-being and helps them to feel safe. Children play happily with each other. Older children cuddle up with younger children to read and sing songs to them. The childminder has high expectations for good manners and friendly behaviour. She is very respectful and inclusive in her interactions with children. Children instinctively copy her good role model and behave beautifully.

Communication and language development is a strength at the setting. Children hear and learn the meaning of interesting new words, such as 'udder'. Younger children confidently name a wide range of farm animals and make the corresponding animal sounds. Older children hold meaningful back-and-forth conversations and express their thoughts and opinions. They use their sign language skills to ask and respond to questions, such as, 'What is your name?' Children are becoming confident, articulate communicators. They are making good progress and are well prepared for the next stage in their learning.

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

- The childminder has a good understanding of what she wants children to learn. She plans a balanced curriculum that equips children with the skills they need for the future. Clear procedures for monitoring children's development help the childminder to swiftly identify and address gaps in learning. However, she does not always focus sharply on children's individual next steps, particularly during child-led activities and free-play time. This means that, occasionally, learning experiences do not extend children's skills and knowledge even further.
- Literacy development is a strength at the setting. Children thoroughly enjoy listening to stories and show a positive attitude to learning. They confidently copy phrases they are familiar with and recall parts of the book. The childminder asks children questions about the story to test their comprehension skills. This helps to prepare them for the next stage in their learning, such as school.
- Children are motivated to learn, particularly in the outdoor area. They explore the grass, soil and leaves using binoculars, eagerly searching for caterpillars. The childminder teaches children the names of insects that are unfamiliar to them, such as 'earwig'. She engages children in back-and-forth conversations about the insect, broadening their vocabulary and knowledge of the natural world.
- The childminder promotes children's understanding of what contributes to a healthy lifestyle. She provides healthy foods and encourages children to drink a lot of water. Children have daily access to the outdoor area. They use the bicycles and scooters to strengthen their large muscles. This contributes to

children's overall good health.

- Partnership working with parents is strong. The childminder works closely with parents when children first start to find out what they already know and can do. The childminder keeps parents updated about children's development. She shares home activity packs that link to what she is teaching in the setting. This helps parents to extend learning at home and contributes to children's good progress.
- The childminder takes children on weekly outings into the community. They take part in sign language classes and use their skills to communicate with people who are deaf. Children develop their physical skills at forest school and music sessions. They mix with a range of other childminders and children who are different to them. This helps children to develop their social skills and learn about similarities between themselves and others.
- The childminder has a strong programme of professional development in place. She links with a small group of other childminders to share good practice and knowledge. The childminder seeks out training courses to broaden her skills. She has completed training to help her monitor children's communication and language development more closely. This helps her to swiftly identify and support children who may be at risk of falling behind.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs and symptoms of abuse, including domestic abuse and county lines. She is alert to indicators that a child or family may be at risk of being drawn into extreme behaviours. There are clear procedures in place for referring concerns about children or other adults. The childminder completes checks of her house before children arrive to ensure that any potential hazards are minimised. She teaches children about how to keep themselves safe when out in the community and crossing roads.

What does the setting need to do to improve?

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

- focus more sharply on children's individual next steps, particularly during child-led activities and free-play time.

Setting details

Unique reference number	962028
Local authority	Liverpool
Inspection number	10279975
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	2 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	7 September 2017

Information about this early years setting

The childminder registered in 2001 and lives in Liverpool. She operates during the term time only, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Kayte Farrell

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 gave the inspector a tour of the setting and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education, indoors and outdoors, and evaluated the impact on children's learning.
- Discussions were held with the childminder and children at appropriate times. Written feedback from parents was also considered.
- Leadership and management discussions were held with the childminder throughout the inspection. Documentation relating to the suitability of people living and working on the premises was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.

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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