

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 are happy and relaxed at this welcoming setting. They have formed good relationships with the childminder and with their peers. Children sit on the childminders knee or cuddle up to her when they seek reassurance. They demonstrate that they feel safe and secure here. The childminder is a positive role model. She has high expectations for all children. Children behave very well. The childminder gives children clear instructions. This helps children understand the behavioural expectations.

Children benefit from going on daily outings. The childminder takes children to local parks and walks around the community. She takes them on public transport to visit attractions in Liverpool. Children have opportunities to socialise with other children at local playgroups. The childminder plans activities using children's interests. This helps to motivate children into learning.

Children have copious opportunities to enhance their growing independence. They put their own coats and shoes on. Children use accessible tissues to wipe their own noses. Toddlers drink out of open cups and feed themselves confidently. They access books and toys independently. This helps children feel proud and confident to have a try at activities by themselves.

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

- The childminder creates a broad and balanced curriculum. She plans activities that stimulate children. The childminder differentiates children's learning effectively to ensure that all children can join in with activities. She plans appropriate next steps for children. All children make good levels of progress in their learning and development.
- Parent partnerships are effective. Parents praise the childminder for creating a friendly environment. The childminder works closely with parents to establish children's starting points and daily routines. This helps children to settle in quickly and ensures that their needs are met.
- The childminder accesses training opportunities to help to enhance her practice further. She builds on her own professional development to enhance children's experiences. For example, she has recently completed training to help her further support children's early reading skills.
- Children learn about other cultures. They experience a range of different festivals at the childminder's house. Children excitedly talk about the upcoming coronation of the King. The childminder talks to children about the dynamics of different families. Children learn about the similarities and differences between themselves and others. This helps children gain an understanding of diversity.
- Children's physical development is promoted well. They have lots of

opportunities to climb and balance at adventure playgrounds. Toddlers ride around on ride-on cars. Older children learn to use pedal bicycles. They practise their throwing, catching and football skills. This helps to build children's large-muscle movements.

- The childminder completes the required two-year progress checks and shares them with parents. She provides regular updates about children's learning and development with parents. However, the childminder does not share information about children's development with other settings children attend to provide greater continuity of care.
- The childminder helps to extend children's vocabulary. She introduces new words to children as they play. For example, the childminder introduces descriptive words, such as 'rough', 'smooth', 'lumpy' and 'sharp', as children make marks in the play dough. The childminder asks children questions to extend children's knowledge further. However, she does not always allow children enough time to answer the questions before moving onto the next one.
- Children's behaviour is good. The childminder is a positive role model. She helps children share toys from a young age. Children work well as a team to tidy away the resources at tidy-up time. The childminder praises children for being kind and helpful. This helps to raise their self-esteem.
- Mathematical development is promoted well. The childminder encourages children to recognise the shapes they are making marks with. She helps younger children to recognise colours in their environment. This helps children make progress with their mathematical development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of safeguarding issues. She attends regular training to keep her safeguarding knowledge updated. The childminder is able to recognise the signs that could indicate a child is at risk of harm. She knows the reporting procedures if she were to have concerns about a child. The childminder understands the procedures to follow in the event of an allegation being made against herself or a household member. She teaches children to tidy toys away when they have finished playing to minimize any tripping hazards. The childminder teaches children about road safety during their daily outings. Children practise fire evacuation drills with the childminder.

What does the setting need to do to improve?

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

- develop partnerships with other settings children attend to provide greater consistency of care
- provide children with enough time to think and answer questions.

Setting details

Unique reference number	EY390939
Local authority	Liverpool
Inspection number	10285385
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	11
Date of previous inspection	4 October 2017

Information about this early years setting

The childminder registered in 2009. She operates all year round from 7.45am to 5.15pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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 inspector completed a learning walk together to discuss the areas of learning, the curriculum and what she wants children to learn.
- The inspector observed a planned activity and evaluated this together with the childminder.
- The inspector spoke to children about what they enjoy doing at the setting.
- The inspector took account of parents' views.
- The inspector looked at relevant documentation.

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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