

# Childminder report

---

Inspection date: 8 June 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 | Requires improvement |
|--|----------------------|

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

### **The provision is good**

Children enjoy spending their time learning with the skilful childminder and assistant, who care for them well. Children feel happy and safe because of the warm and caring attention that they each receive.

Children delight in choosing from the wide range of well-considered learning activities that the childminder and her assistant thoughtfully provide. For example, children enjoy choosing from the train track, electronic train and wooden building blocks as soon as they arrive. They are eager and curious about what new information they can learn from the childminder. Children remember new knowledge because the childminder helps them to recall what they have learned. For example, the childminder regularly takes children to a farm or to the shops. Then, subsequently, the childminder re-enacts these outings during play with the children. Through these well-organised activities, children build new knowledge based on what they already know and can do.

Children behave well and learn to respect one another's choices. They learn to manage their own feelings and behaviour because of the childminder and the assistant's high expectations and kind support. Younger children who struggle to wait for their turn receive gentle guidance from the childminder and her assistant. They learn the importance of being patient.

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

- The childminder and her assistant have used their training to think carefully about what they want children to learn. For instance, they help younger children to develop strong muscles in their upper arms as well as their hand-to-eye coordination. They support older children to develop more precise movements in their smaller muscles by using their hands and fingers. As a result, children learn and achieve well; they develop the essential knowledge they need for the next stage of their education.
- In the main, children learn language well because of the childminder's and assistant's support. They provide children with many opportunities to learn nursery rhymes and to sing and play with a wide range of musical instruments. The childminder models and engages children in back-and-forth conversations such as about play ideas. However, on occasion, the childminder and her assistant miss key opportunities to help children name the objects that they use. This means that children do not learn some of the important words they need to know.
- Children enjoy looking at books. The childminder and her assistant carefully consider the books that they want children to know. They read spontaneously with the children as well as at planned and shared book times. The childminder

skilfully leaves gaps in her reading of familiar stories to encourage children to say what comes next. Children demonstrate important early reading behaviours such as knowing about the importance of beginnings and endings to stories.

- The childminder has made improvements to how well she gets to know individual children. She learns about children's current interests and their capabilities from parents when they first start. This has enabled her to know the children in detail and to plan effectively for their learning and development.
- The childminder and her assistant skilfully explain to children about being respectful to other people. They model to the children how to be kind as well as saying 'please' and 'thank you'. Children learn to be considerate towards others and behave positively.
- Children learn about making healthy lifestyle choices. This is because the childminder teaches children about being healthy. For instance, during snack time, she gently encourages children to taste and talk about a wide variety of nutritious fruits and vegetables such as kumquats and dragon fruit. The childminder thoughtfully involves children in making decisions about what interesting fruits to buy when she takes them to the shops.
- Parents are very complimentary about the childminder's provision. They describe the new knowledge that children learn from the childminder such as experimenting with colour mixing. Parents say that their children are making good progress because of the childminder's and assistant's teaching.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a secure knowledge of their responsibility to protect children from harm. The childminder makes sure that herself and her assistant attend regular training about safeguarding. This helps them to be alert to the possible signs and symptoms that may indicate children are at risk of neglect or abuse. The childminder and her assistant understand the importance of recording and reporting any child protection concerns to the relevant agencies without delay. They both fully understand the procedures to follow should an allegation be made against them. These robust systems ensure that children are safe in the childminder's provision.

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

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

- improve knowledge about how children learn language further, including how to best help them to learn the words for objects and items in their environment.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | 2551495   |
| <b>Local authority</b>                             | Liverpool   |
| <b>Inspection number</b>                           | 10248658  |
| <b>Type of provision</b>                           | Childminder   |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder   |
| <b>Age range of children at time of inspection</b> | 2 to 8  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 6   |
| <b>Date of previous inspection</b>                 | 1 July 2022   |

## Information about this early years setting

The childminder registered in 2019 and lives in Liverpool. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

## Information about this inspection

### Inspector

Andrea Vaughan

### Inspection activities

- The inspector discussed any continued impact of the pandemic and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together, and they discussed how the childminder organises her provision.
- A range of relevant documentation was reviewed by the inspector, including examples of the childminder's training certificates.
- The inspector held discussions with the childminder and her assistant about the curriculum for children and the arrangements for their care and safeguarding.
- The inspector and the childminder carried out a joint observation of an activity.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The inspector took account of parents' views through telephone calls and by considering written testimonials that were provided.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023