

# Childminder report

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Inspection date: 28 June 2023

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| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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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 arrive to a smile and a cheery 'hello' from this friendly childminder. They separate easily from parents as she welcomes them into her home. Interactions between the children and the childminder are beautiful to observe. Children chat happily to the childminder and sing songs as they engage in play. They listen to their favourite stories and confidently join in with their favourite parts. Children learn about life cycles by watching caterpillars becoming butterflies. They excitedly retell the story of the process of change. Children regularly visit the local parks and soft-play centres. They practise jumping, climbing, crawling and running, which supports their physical development. Learning opportunities, tailored effectively to children's individual needs and interests, keep children involved in their play for long periods.

The childminder has high expectations for children's behaviour. She models respect and politeness in her own interactions with children and other adults, and she expects the same of children. Children use manners and speak respectfully to others. They use 'please' and 'thank you' when asking for things, and they learn to share and take turns with their friends. Children eat healthy meals and snacks and learn about good hygiene practices. They learn the importance of good handwashing and how to keep themselves safe. Children's overall health and well-being are promoted effectively.

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

- The childminder plans an effective curriculum based on children's individual learning needs and interests. She makes good use of observations and assessments to understand what children need to learn next. The childminder has a good understanding of child development. She establishes a baseline of children's development through her own observations, as well as from the information provided by parents during the settling-in process. This helps children to make progress in all areas of learning from the start.
- The childminder understands the importance of effective communication on children's developing language. She narrates children's play and offers them many opportunities to learn new words. The childminder understands the children's verbal and non-verbal cues and responds easily to them. She knows when children have finished or when they are indicating that they do not like something. Children know that they are listened to and they develop effective communication and language skills.
- The childminder teaches children about the environment effectively. She helps them to explore the local area, including local parks, museums, beaches and farms. The childminder provides opportunities for children to explore changes in the seasons through their own observations. They learn about working farms

and caring for animals. This helps children to develop real-life experiences of the local community and the world around them.

- The childminder plans celebrations that reflect children's home lives and those of others. Children learn about festivals and special events such as Eid, Christmas and family birthdays. The childminder encourages children to share their own experiences with their friends. This helps children to learn about other cultures and builds respect and tolerance.
- The childminder has a lot of resources on offer to support and enhance children's learning. However, the storage and arrangement of these prevent children from self-selecting, which causes them frustration and has an impact on their growing independence. Consequently, this limits children's ability to initiate their own play.
- Parents are happy with the care their children receive. They receive daily updates on their children's well-being and the activities they have been involved in. However, the childminder does not share information about children's next steps and how parents can help support their children's learning at home. This would provide a more consistent approach to supporting children's learning.
- The childminder understands the importance of supporting children who speak English as an additional language. She engages effectively with other agencies, such as translation services, to ensure parents are fully aware of the provision she offers. The childminder provides information in formats that are accessible to parents to help engage them in information about their children. This ensures consistency in supporting children's needs.
- The childminder attends all mandatory training, such as paediatric first aid and safeguarding. She also accesses other training to further support her professional development. The childminder regularly evaluates her practice and uses this information to continually improve her practice. This helps to ensure she provides good-quality teaching and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe and knows who to contact should she have any concerns. She keeps her knowledge of safeguarding current by attending regular training. The childminder has up-to-date paediatric first-aid training and a fully stocked first-aid box to hand. She records children's accidents, incidents and medication and informs parents immediately by telephone of any incidents. The childminder carries out regular risk assessments to keep children safe. She has safety gates on the kitchen and stairs. The childminder teaches children about good hygiene practices and how to keep themselves safe.

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

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

- review the organisation of resources so that children can make choices and enhance their independence further
- enhance partnership with parents further so that they can help to enhance their child's learning at home.

## Setting details

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| <b>Unique reference number</b>                     | EY440580  |
| <b>Local authority</b>                             | Liverpool   |
| <b>Inspection number</b>                           | 10235638  |
| <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> | 1 to 9  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 6   |
| <b>Date of previous inspection</b>                 | 18 January 2017   |

## Information about this early years setting

The childminder registered in 2012 and lives in the Old Swan area of Liverpool. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Michelle Highcock

### 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 discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents on request.

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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