

Childminder report

Inspection date:

27 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Although the childminder has strong, loving relationships with the children, there are weaknesses in her practice which prevent them from learning as much as they could. Children are happy and benefit from some valuable experiences. Learning in some aspects of communication and language and in mathematics is sometimes good. However, the way the childminder organises her provision does not help children to develop strong listening and attention skills. At times, this results in a deterioration of children's behaviour and hinders concentration. For example, when children take part in a planned activity to teach about colour mixing, they become easily distracted. There are too many available resources, which prevents them from remaining focused on one task. Children become disengaged, and otherwise valuable planned learning does not take place.

Children are learning some of the childminder's expectations and behaviours. For example, they know they must brush their teeth after lunch and take their wellingtons off when coming inside from outdoor play. However, the curriculum for children's personal, social and emotional development is not consistently implemented. The childminder's approaches are not successful in teaching all children how to play cooperatively. Children sometimes become frustrated with one another, and this hinders some of their learning. This lack of understanding frustrates the children and interrupts their play. This hinders positive play and cooperation skills.

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

- Although the childminder has clear intentions for the curriculum, she sometimes struggles to deliver what she wants children to learn. Activities are not consistently pitched at the right level, and too many distractions mean children flit from one activity to another. Children are not developing the strong attention skills they need to support consistently good progress in all areas of their learning.
- Although children enjoy their time at the setting, they are not developing the types of behaviour and attitudes needed to support their eventual move to school. For example, during an exciting activity to dig in the soil to find the potatoes they have grown, children struggle to share and take turns. They quickly lose interest, and the planned learning does not take place.
- The childminder has clear expectations for children's behaviour. However, she is not helping children to make good progress in their personal, social and emotional development. While she continuously reminds children of the need to use 'please' and 'thank you', the childminder is not consistent in her approaches. For example, when she asks the children to help to tidy up, they do not follow her instructions. Tidying is subsequently done for them. On occasion, some

children's behaviour is poor. The childminder does not use effective methods to help them progress towards regulating their own feelings and behaviours.

- Children enjoy singing songs and rhymes. They role play as a 'sleeping bunny' and skip at appropriate times in the rhyme. Children are confident and happy to show the inspector how well they know the words to familiar songs. This helps to support early language and literacy development.
- The childminder gives high priority to supporting children's communication and language development. She implements screening tools to assess children's understanding and speaking. Children are developing some good speaking skills and display a wide range of vocabulary.
- The childminder introduces mathematical concepts within children's play. For example, during snack time, she introduces basic counting up to five and expands this by asking the children to recognise these numbers in the environment. Children are learning to count in order and to link associated numerals.
- Despite weaknesses in some parts of the curriculum, the childminder makes good links with other professionals to help her deliver the other areas of the curriculum more effectively. Since the previous inspection, she has used training to enhance her curriculum for mathematics, speech and language and understanding the world. Children are making some progress in these aspects of learning.
- Partnerships with parents and other settings that children attend are positive. The childminder communicates well with other settings and complements the strategies used. For example, she makes sure she uses consistent approaches to promote children's fine motor skill. This ensures continuity of learning. The children also benefit from the activities being shared with parents, as this then extends their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended safeguarding training recently and fully understands her role to safeguard children and keep them safe from harm. She recognises the signs of abuse, including if children are being exposed to radicalisation. The childminder knows where to report concerns about children's safety. She carries out regular emergency evacuation practices to ensure that children are aware of what to do in the event of a fire. She holds a full and relevant paediatric first-aid qualification. This helps to further ensure children's safety and well-being.

What does the setting need to do to improve?

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

	Due date
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improve understanding of how to plan and implement an effective curriculum to support children's personal, social and emotional development.	14/08/2023
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To further improve the quality of the early years provision, the provider should:

- reduce distractions and help children stay focused for longer
- implement rules and boundaries consistently so that children clearly understand what is expected
- improve ways to help children learn how to play cooperatively with others and self-regulate their feelings and behaviours.

Setting details

Unique reference number	322310
Local authority	Liverpool
Inspection number	10295321
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	18 December 2017

Information about this early years setting

The childminder registered in 1998 and lives in Norris Green, Liverpool. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3. The childminder is registered to provide overnight care.

Information about this inspection

Inspector
Maryam Chauhan

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 childminder.
- The childminder showed the inspector around her childminding premises and discussed the learning intentions and the curriculum on offer.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents' views were taken account of by the inspector.
- A sample of documents was reviewed by the inspector.

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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