

# Childminder report

---

Inspection date: 21 November 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 | Good |
|--|------|

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

### The provision is good

The childminder provides a homely and safe environment where children feel secure. Children have secure relationships with the childminder and her co-childminder. They confidently play and socialise together. The childminder obtains information from parents about children's care needs and provides a well-established routine. This helps children feel settled and behave well as they know what to expect each day.

The childminder knows the children well and has a clear understanding of their individual learning needs and stages of development. She has established a clear curriculum based on what children need to learn most. For example, she networks with the local nursery schools to gain a clear vision of the skills children will need to acquire before they transition to their next stage of learning. She plans experiences for children that help them to develop the qualities they need to be school ready.

The childminder's curriculum includes opportunities for children to gain the skills for early writing. She provides activities, such as cutting with scissors and using glue to stick with, which help children to develop their fine motor skills. Children use these skills as they excitedly create their wish list for Father Christmas and as they use pencils to colour festive pictures. The childminder is less successful in supporting children's love of books and reading.

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

- The childminder has not notified Ofsted of a significant event relating to a household member, as is required. However, the incident had no impact on children or the individual's continued suitability. The childminder has recognised this failure and now understands what information she must tell Ofsted.
- The childminder helps children gain an interest in mathematical concepts. She introduces counting opportunities during play and everyday routines. For example, the children enjoy looking after the childminder's chickens and eagerly count how many eggs they have produced each day.
- Children are making good progress in all areas of learning, notably in their speech and language. The childminder gives commentary of what she is doing and models vocabulary well. For example, when children talk about the star on the Christmas tree, she asks questions that help children to make connections in their learning. Children excitedly recall seeing stars in the sky. They show a positive interest in learning.
- Working closely with her co-childminder, the childminder plans her curriculum to help children develop in all areas of learning. She provides children with opportunities to develop an understanding of the world around them. They learn about life cycles, such as chickens producing eggs. They also learn that the eggs

are a healthy source of food. The childminder and her co-childminder regularly take the children to local parks and places of interest. Children show a great keenness to outdoor learning and being physically active.

- The childminder accurately assesses children's learning and development. This is supported through the information gathered from parents about children's starting points. The childminder uses this information to plan for children's next stage of learning. For example, she encourages children to attend to their own personal needs. Over time, children build on their independence skills and demonstrate confidence in their own abilities.
- The childminder provides parents with guidance and regular updates of their children's learning and development. For example, she shares with parents the importance of children learning how to clean their teeth, and providing less sugary drinks and snacks. Children's good health is promoted well.
- The childminder targets her own professional development precisely. She devotes time to independent learning and ensures that required training, such as in paediatric first aid, is up to date. This helps to her to continue to maintain the quality of her provision at a good standard.
- Children behave well, The childminder teaches children about equality. During role play, she guides the children by explaining that both boys and girls can do domestic chores. Children learn to show kindness and respect for each other as they share the toys and always remember to say 'please' and 'thank you'.
- The childminder promotes some aspects of literacy well. She provides children with lots of opportunities for making marks and recognising that print carries meaning. Children enjoy listening to stories, however, the childminder has not given careful thought to how she will help children learn how to handle books independently. Many of the books freely available to children are ripped.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to ensure her knowledge and understanding of child protection is up to date. She can identify potential indicators of abuse and the procedures to follow should she have and concerns about a child. The childminder is clear about what she would do if there were an allegation made against herself, her co- childminder or a household member. The childminder ensures children are kept safe. For example, she teaches them about road safety and also gives clear messages to children about the importance of staying close by when on outings.

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

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

- consider how children will be supported to learn how to handle books and enjoy looking at books independently, to help them develop a love of literacy.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY476346  |
| <b>Local authority</b>                             | Liverpool   |
| <b>Inspection number</b>                           | 10312601  |
| <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> | 3 to 8  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 5   |
| <b>Date of previous inspection</b>                 | 30 April 2019   |

## Information about this early years setting

The childminder registered in 2014 and lives in Orrell Park, Liverpool. She works with a co-childminder and operates all year round, from 7am to 5pm on Monday to Friday, except for bank holidays.

## Information about this inspection

**Inspector**  
Alison Tranby

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the premises and discussed the intent of the childminder's curriculum during a learning walk.
- The childminder and the inspector evaluated an activity and discussed the impact on children's learning.
- Interactions between the childminder and the children were observed by the inspector, who also spoke to the children throughout the inspection.
- Relevant documents were reviewed by the inspector including children's information records.
- The inspector held discussions with the childminder to assess her knowledge of safeguarding and welfare requirements of the early years foundation stage and how the childminder evaluates her practice.

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