

Childminder report

Inspection date: 24 June 2022

Overall effectiveness	Outstanding
------------------------------	--------------------

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the welcoming, safe and homely environment that the childminder has successfully created. Children are extremely happy, content and confident. They become immersed in the rich set of learning experiences provided by the childminder. Children learn and develop the skills they need to equip them for later-life successes. The childminder carefully plans activities to support the children's learning relevant to their level of development. Children are motivated to learn due to the range of rich opportunities on offer. For example, they are taken to the local art gallery when learning about emotions. Furthermore, these opportunities support children to recognise appropriate behaviours. For instance, children know to have their 'gallery voices' when exploring the artwork, respecting those around them.

Children enthusiastically participate in activities and stay focused for long periods of time. They persist with challenges and show a can-do attitude. For example, children persist with setting up the train track. They use a range of blocks to build a tunnel for the train to go through. Children demonstrate high levels of respect towards each other and are kind, caring and considerate. The childminder's commitment to her role in providing exemplary care and learning experiences is evident in all that she does. Parents comment, 'the care, education and experiences have surpassed our wildest dreams, and in our eyes, we would not hesitate in rating their care and the setting as exceptional'.

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

- Both the childminder and assistant have high expectations for all children. They have clear aims for the curriculum and know what they want children to achieve. The childminder identifies how learning is differentiated for children to support their level of learning and skilfully plans ways to help them.
- The childminder makes the most of spontaneous situations to enrich children's education further. For example, some children talk about Glastonbury Festival. The childminder uses this opportunity to create learning experiences for the children. They listen to the story 'Camping Out' and learn about the tents that people stay in when at the festival. Children are then encouraged to count how many children can fit into each of the tents. This supports children's mathematical development.
- To support children and promote healthy lifestyles, they learn the importance of growth and decay. Children grow their own foods. For example, they grow a small crop of fruits and vegetables in the garden and use these for their snack. They also access the allotment where they are able to see the process on a larger scale.
- The childminder encourages children to make their own risk assessments,

enabling them to build up an understanding of risks and how to manage them. Children have daily access to the outdoor play area, designed to support their physical needs. They enjoy varied daily trips to the local parks, museums and galleries. Children also go on trips further afield to the zoo. These experiences help children to identify appropriate behaviours within the wider environment. For example, children recognise they are able to run outside in the park, but in the museum and gallery they need to walk, be quiet and respect others' space.

- Children demonstrate respect for their environment. The childminder and assistant are excellent role models and regularly praise children for their efforts. Children behave impeccably and help at tidy-up time. They have excellent listening and attention skills. For example, they follow instructions and take on board suggestions from the childminder to help them to succeed in what they set out to do.
- The inspirational childminder and assistant frequently reflect on all aspects of the setting. They continue to build on their own professional development for the benefit of the children. They are eager to explore training to help develop children's learning at the highest level. For example, the childminder has recently attended a significant amount of training to ensure her practice continually improves and maintains at an outstanding level.
- Parent partnerships are exemplary. The childminder is excellent at communicating with parents and sharing information daily to provide a collaborative approach to children's education. This allows the parents to know what the children are currently working on and to support their learning at home. As a result, children are thriving.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her safeguarding policy and procedures. She knows how to keep children safe within the provision and when on outings. Both the childminder and childminder assistant attend regular training through the local authority and receive regular 7-minute briefings outlining safeguarding topics, such as female genital mutilation. The childminder and assistant are aware of how to spot the signs and symptoms of abuse and neglect, and know the processes to follow if they have any concerns regarding the welfare of children.

Setting details

Unique reference number	2569234
Local authority	Liverpool
Inspection number	10239212
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Mossley Hill, Liverpool. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 6.

Information about this inspection

Inspector

Jason Holmes

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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022