

Childminder report

Inspection date: 17 October 2022

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

What is it like to attend this early years setting?

The provision is good

The childminder knows children well. Children are happy and settled. The childminder has created caring and nurturing relationships with children. Babies beam at the childminder as they play peekaboo. Older children cuddle up to the childminder as she reads them stories. The childminder knows where children are up to in their development. She understands what she needs to target next to help children continue to make progress. The childminder plans activities using children's interests in various items, such as vehicles. Children are excited and motivated to play and learn. This helps them gain positive attitudes to learning. Children behave well. They listen attentively to the childminder's instructions. The childminder has high expectations of all children. She is a positive role model. The childminder encourages children to share the toys. Children are kind and caring to younger children. For example, older children teach babies the actions to different songs.

The childminder teaches children about feelings from a young age. She talks about how characters may be feeling in books. The childminder encourages children to think about why characters might be feeling happy, sad or grumpy. This helps to promote children's emotional development. The childminder provides a language-rich environment for children. She builds upon children's vocabulary as they play together, share books and sing songs. This helps children to make progress with their communication and language.

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

- Children are developing an awareness of the importance of leading a healthy lifestyle. They eat a range of fresh fruit and vegetables. Children learn about which foods are good for their bodies and why. They have daily opportunities to take part in physical activities. However, there are times when children do not wash their hands before meals. This does not help children to learn about hygienic mealtime routines.
- The childminder supports children's language development well. She introduces new vocabulary to children as they play together. For example, she introduces the words 'fast' and 'slow' as children play with trains. The childminder asks older children questions, to extend their learning and thinking. She repeats the noises and babbling that babies make. The childminder sings with younger children and repeats words to them. This helps children increase their vocabulary.
- Spontaneous opportunities are regularly used to teach children new skills and information. For example, when children become interested in the childminder's shoe container, she uses this time to teach children about matching pairs. The childminder encourages children to recognise colours in the environment. She

encourages children to count how many wheels they can see on fire engines. This helps to promote children's mathematical development.

- Parents speak highly of the childminder. They receive daily feedback and regular updates on their children's progress. Parents praise the childminder for creating a friendly and welcoming atmosphere. Parents are grateful for the childminder accommodating children's needs, such as having longer settling-in periods. The childminder seeks the views of parents to help her evaluate and improve her practice. She completes a range of training courses. The childminder tailors her professional development to help improve her knowledge and skills further.
- Overall, the childminder provides opportunities to support children's growing independence. Babies drink out of beakers by themselves. Older children try to put their own coat and shoes on. Children access the resources independently. However, the childminder does not always encourage children to help with tidying away toys when they have finished playing. This does not always provide children with a consistent message about taking responsibility for the setting.
- Children enjoy opportunities to learn about the different cultures of the children around them. The childminder uses books to discuss positive images of people from different faiths and backgrounds. Children learn about festivals from other cultures, such as Hanukkah. They go to China Town to learn more about Chinese New Year. The childminder teaches children about the dynamics of different families. These opportunities help children to learn about people and communities that may be different to their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs and symptoms that could indicate a child is at risk of harm or abuse. She knows the procedures to follow if she has concerns about a child's welfare. The childminder understands her duty to be vigilant about possible indicators that a child or family may be at risk of being drawn into extremist behaviours. She maintains a safe environment for children. The childminder regularly assesses risks in her home and on outings to help her keep children safe. Children learn how they can keep themselves safe. For example, when they go on their daily trips, the childminder talks to children about road safety. Children learn how to cross the road safely.

What does the setting need to do to improve?

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

- develop children's sense of responsibility; for example, by encouraging them to help to tidy up when they finish playing
- further promote children's good health, such as introducing regular handwashing before eating.

Setting details

Unique reference number	2593779
Local authority	Liverpool
Inspection number	10251326
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	0 to 9
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 Liverpool. She operates term time only, from 8am to 5.30pm, on Monday, Wednesday and Fridays, except bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Olivia Barnes

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 her evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents' views were taken account of by the inspector by reading their written comments.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

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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