

Childminder report

Inspection date:

16 March 2023

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

Children are warmly welcomed by this calm and softly spoken childminder. They demonstrate their secure attachment with her as she reassures them to meet the inspector. Children investigate the resources of a magical outdoor hideaway. Their eyes light up with excitement as they jump and stomp in a puddle. Children discover new ways to play and experiment with water. For example, they independently bring toys from the hideaway to investigate if they will float or sink in the water.

The childminder fosters a sense of independence and self-confidence in young children as she supports them to initiate games such as hide and seek. Children giggle with delight as they take turns hiding and seeking and communicate with one another during the game. Children build self-esteem and confidence as they have a sense of ownership over their collaborative play.

The childminder has a good understanding of the children in her care. She plans interesting and captivating activities for them. For example, children change their voices as they use funnels to 'roar like a lion' or 'whisper like a mouse'. They use their small muscles to hold pens or roll and stretch sensory materials, such as play dough and spaghetti. Children, including those who speak English as an additional language, make good progress from their starting points.

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

- Children build their vocabulary with the childminder as she engages them effectively in conversation. They frequently discuss an array of books and are encouraged to express their ideas about the pictures. For example, children describe a cake in a recipe book as a 'bouncy castle'. However, children do not always learn the language of emotions to assist them to express their feelings effectively.
- Children benefit from regular outings in the community. They learn about different religious festivals and try a range of foods from around the world. They develop their social and cultural understanding. Children plant bulbs and seeds in the garden and help to care for them as they grow. They develop a sense of curiosity and wonder about the natural world around them.
- Children incorporate mathematical language in their play. They recognise some numerals and count pretend spiders as they push them down an outdoor cascade. Children are beginning to identify shapes in the environment. For example, they recognise a star on resources and link it to a star on their clothing. Children build on what they already know.
- Children develop their independence skills. They find and put on their wellington boots before they go outside. They begin to develop good hygiene habits as

they cooperate with handwashing routines. Children make independent choices about what they want to play with. For example, they access blankets to hide under as they make a tent. Children build on their creativity and problem-solving skills.

- The childminder provides healthy snacks and meals, and children use their manners at mealtimes. However, the childminder does not engage children in conversations about the healthy food that they are eating or the benefits of good oral health practices.
- Children listen and respond to requests. For example, they help to tidy up a messy activity when it is finished. During the inspection, children took turns and shared with the inspector as they placed pieces into a game. Children foster positive social skills as they learn to follow rules.
- The childminder has forged trusting partnerships with parents, who speak highly of her. Parents praise the childminder and say that she knows their children well and communicates children's progress effectively. Parents say that the childminder arranges a wealth of exciting activities that promote their children's development and well-being.
- The childminder is dedicated to her role as a nurturing educator. She accesses training to improve her knowledge of the importance of secure attachments and children's emotional well-being. Her consistently calm demeanour reassures the children in her care. During the inspection, children sat in cardboard boxes and told the inspector that they were going to the playground in their 'car'. Children demonstrate that they are confident co-constructors in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has created a safe home environment for children. She carries out risk assessments and implements effective strategies to ensure that children are safe in the home environment. For example, she has ensured that a fence is erected around a pond area and that outside doors have hooks to prevent them from slamming closed. The childminder has up-to-date training in safeguarding and understands the signs and symptoms that a child may be at potential risk of harm. She knows the procedure to implement if she feels that a safeguarding issue needs to be escalated. She has training in paediatric first aid.

What does the setting need to do to improve?

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

- support children to learn the language of emotions, to enable them to understand and communicate their feelings
- teach children how healthy food and good oral care are important for a healthy lifestyle.

Setting details

Unique reference number	2608532
Local authority	Liverpool
Inspection number	10263963
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	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the West Derby area of Liverpool and works alongside another childminder. She operates all year round from 8.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Angela Hayward

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.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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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