

Childminder report

Inspection date: 22 April 2024

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 and her assistants create a welcoming home-from-home environment in which children settle quickly and demonstrate that they feel happy and secure. The childminder gathers a range of information about children when they first start to attend. This is used effectively to personalise each child's experience and care. The childminder and her assistants have clear intentions for what they want children to learn. They provide a wide range of activities and experiences based on children's current interests. For example, children's interest and curiosity in aeroplanes were further developed during a trip to the local airport. Children recall watching the aeroplanes as they fly in and out of the airport. Opportunities, such as these, provide children with experiences they may otherwise not encounter.

The childminder helps children to know what to expect by having predictable routines. For example, children help to tidy away toys and know to wash their hands in readiness for lunchtime. With the support of her assistants, the childminder models good manners and speaks respectfully to children. This helps children to learn how to behave. All children demonstrate kindness and respect towards adults and their friends. This contributes greatly to the harmonious learning environment.

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

- The childminder and her assistants observe children as they engage in activities and monitor their progress. Overall, this information is used effectively to plan experiences that help to promote children's next steps in learning. That said, during children's play, the childminder and her assistants do not consistently check children's knowledge and understanding. This means that, on occasion, children's learning is not extended as precisely as possible.
- Songs, rhymes and stories are at the heart of the curriculum. Children have a range of favourite stories that they enjoy. They snuggle in and share books with the childminder and her assistants. Children enjoy turning the pages and talking about the pictures in the book. They have fun as they explore pronouncing new and interesting words, such as binoculars. This helps to develop children's love of literacy and enhance their early language skills.
- Opportunities to count, sort and recognise shapes are woven through the activities that children choose. For example, while modelling with dough, children are encouraged to count the number of points on a star they have pressed into the dough. They are reminded of the importance of counting slowly and touching each point to count accurately. Children are learning important mathematical skills and concepts.
- The childminder and her assistants teach children the importance of leading a

healthy lifestyle. Children enjoy daily opportunities for exercise and fresh air in the childminder's garden. Furthermore, they are provided with a nutritious array of home-cooked snacks and meals, carefully adapted to meet any individual requirements. The childminder discusses the importance of maintaining good tooth-brushing routines. This contributes towards children's overall good health.

- The childminder promotes aspects of children's understanding of the world well. For example, children enjoy regular outings and visits to local places of interest. This helps children to learn about the community they live in. The childminder supports children's knowledge of other families' faiths, lifestyles and cultures that are outside of their own experiences. This helps to prepare children well for life in modern Britain.
- Partnerships with parents are good. Parents speak highly about the quality of care and education that their children receive and the positive impact that this has had on their learning. The childminder provides regular updates to parents about their child's progress and how they may support and extend this at home. This helps to promote a consistent approach to children's care and learning.
- The childminder and her assistants work in close partnership. The childminder provides a range of supervision opportunities to support her assistants. The childminder ensures that her assistants undertake all mandatory training to help them to fulfil their roles effectively. However, further professional development is not precisely targeted for each assistant to help raise their knowledge and skills even further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consistently check children's prior knowledge and understanding to help to build upon what they know and can do even more precisely
- target the professional development of assistants to support them in developing their knowledge and skills to the highest level.

Setting details

Unique reference number	2654646
Local authority	Liverpool
Inspection number	10333018
Type of provision	Childminder
Registers	Early Years 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	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Liverpool. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder holds an early years qualification at level 6. She works alongside three assistants, one of whom is qualified to level 3. The childminder provides funded early education for two-, three and four-year-old children.

Information about this inspection

Inspector
Denise Farrington

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke with the childminder and her assistants at appropriate times during the inspection.
- Children communicated with the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the childminder.
- The written evaluations of parents were considered by the inspector during the inspection.
- The inspector looked at a sample of relevant 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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