

Childminder report

Inspection date: 29 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children develop close and trusting bonds with the nurturing childminder. They draw a sense of security and safety from her presence. Children confidently play and follow their own emerging interests. They select toys and resources from a wide range that are easily accessible. Children talk confidently about their previous learning. They recall the many trips and outings they have undertaken to enhance their learning further. For example, they delight in discussing what they saw at the museum and when they visited the docks.

Children understand the high expectations that the childminder has for them. They respect her boundaries and behave well while in her care. The childminder encourages children to be independent. For example, she ensures that they support her by tidying up toys when they have finished with them.

The childminder is mindful that during the pandemic, children were not afforded as many opportunities to develop their social skills and confidence. As a result, she provides a wealth of opportunities for children to socialise in larger groups. For example, children learn how to interact with others while attending local toddler groups. They develop new friendships and are becoming increasingly confident as a result.

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

- The childminder has a good understanding of the children in her care. She carefully monitors children's progress to identify their next steps in learning and development. The childminder provides a range of opportunities for children to develop their skills. She asks questions and talks to them about what they are doing as they play. That said, occasionally the childminder offers her support too quickly when children try to solve problems and are faced with challenges. This means that children are not always able to show what they can do in order for the childminder to build on and extend their learning precisely.
- The childminder clearly puts children at the heart of everything she does. She cares deeply about children's happiness, and children recognise that she thoroughly enjoys spending time with them. The childminder places a strong focus on supporting children's communication and language skills in readiness for their future learning. She provides a language-rich environment. For example, the childminder talks to children, asks them questions and sings songs with them, constantly promoting their language development.
- Children develop a love of stories. They eagerly select their favourite books and share them with the childminder. Children show great enthusiasm when looking at the pictures and are developing an interest in the sounds that letters make in words. While the childminder encourages children to hear the sounds that letters

make, she occasionally uses the name of the letter rather than the sound when playing games. This can be confusing for children and does not support their sequential learning as successfully. That said, children eagerly try to identify the sounds of the letters in their own name.

- Children show great confidence as they point and count objects. They are beginning to recognise numbers around them and have been supported to enhance their use of mathematical vocabulary. For example, the childminder introduces the concept of tall and wide when children describe a tower as being 'big'. Children are encouraged to use this new vocabulary in context. This successfully helps to enhance children's mathematical understanding.
- When children first start attending, the childminder insists on them having settling-in sessions. This helps to promote children's emotional well-being and gives them opportunities to get to know the childminder and her home. The childminder finds out about children's prior abilities from the parents. She uses this, along with her own observations and assessments, to identify what children need to learn next. As a result, children make good progress.
- The childminder works with parents and shares information regularly about their children's development and what they need to learn next. This helps to provide children with consistency in their care and learning. Parents speak highly of the childminder and say she is 'caring and flexible' and that their children are progressing in her care. Parents value the support the childminder gives with aspects of child development, such as toilet training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe from harm. She maintains a safe and secure home, ensuring only authorised persons can enter the home. She keeps her child protection training up to date. The childminder is aware of the indicators that may suggest that a child is at risk of harm, and she is confident with the procedure for reporting any concerns she may have. The childminder completes risk assessments and ensures any risks are minimised. She talks to the children about potential risks as they play, to help them learn how to keep themselves safe.

What does the setting need to do to improve?

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

- enhance opportunities for children to consistently solve their own problems and show what they know in order to challenge them precisely to make the very best progress
- continue to build on children's sequential literacy skills by modelling letter sounds consistently.

Setting details

Unique reference number	322215
Local authority	Liverpool
Inspection number	10231714
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	4
Date of previous inspection	19 September 2016

Information about this early years setting

The childminder registered in 1993 and lives in Wavertree, Liverpool. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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 provider.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and children.
- The inspector looked at relevant documentation, including evidence of the childminder's paediatric first-aid qualification.

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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