

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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are very happy and well settled with the childminder. They arrive eager and motivated to learn. The childminder works hard to support children's understanding of the rules and boundaries. She makes good use of timers to help children understand the concept of time when they are turn taking. The childminder uses her now and next board to help children understand the daily routine. She allows them to choose one aspect of the board based on their interest, while she chooses the other based on their needs. This helps children to feel involved and their opinions valued. Children behave very well and have a good understanding of what is expected of them. They demonstrate that they feel safe and secure in the childminder's care.

The curriculum for mathematical development is strong. The childminder promotes mathematics throughout all of her activities. Children recognise numbers to 10 and beyond. They count with one-to-one correspondence and are beginning to write recognisable numbers. Children can add one more and impressively double numbers in their head. The childminder encourages children to show each other their skills and work together with mathematical games. She uses words, such as big, bigger and tall to broaden children's mathematical language further. Children are well prepared for the next stage in their learning.

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

- The childminder has a good understanding of how to plan a broad and interesting curriculum. She gets to know children well and plans activities that build on their existing knowledge. The childminder includes learning experiences that children would not typically get, such as planting vegetables and growing plants. However, the curriculum for literacy development is less well planned, particularly when children are in the outdoor area. This means children have less opportunity to practise their emerging literacy skills and develop a love of books.
- The childminder has procedures in place for monitoring children's development. She uses information from parents and additional screening tools to help identify any gaps in learning. The childminder targets her use of additional funding, such as early years pupil premium, to help address the gaps and promote children's development. This supports those at risk of falling behind and helps to narrow the attainment gaps between different groups of children.
- Communication and language development are well promoted. The childminder supports children to engage in back-and-forth conversations and uses a range of vocabulary. She asks children questions that promote their thinking skills. For children who struggle with direct questioning, the childminder adapts her approach. She narrates to them about her own day, offering prompts for children to share their own experiences. Children are becoming chatty, confident

communicators.

- Children have lots of opportunities to exercise in the garden. They use the equipment to climb and strengthen their large muscles. The childminder teaches children how to grow and care for various plants and foods. Children are eager to water and check on their growing beanstalks. They talk about which is the biggest, using the tape measure to compare measurements. Children are developing a good understanding of the world.
- The childminder takes children on lots of outings to the local community. Children visit the local community allotment. They meet the volunteers who work there and talk to people who have disabilities. Children are learning about similarities and differences between themselves and others and the importance of inclusion. They are developing important social skills needed for school.
- Children have positive attitudes to learning. They are keen to take part in the adult-led activities provided and engage well during free-play time. Children concentrate intently when building a tower and making figures from blocks. They follow colour sequences as they make 'the hungry caterpillar' and compare their structures with one another. Children are eager and motivated learners.
- The childminder has good procedures in place for working in partnership with parents and the other settings that children attend. She seeks information about children's next steps from their pre-school to allow her to extend on these at her setting. She works collaboratively to help provide continuity in children's learning and ensure they make optimum progress.
- The childminder has worked hard since her last inspection to improve the quality of her provision. She has a good programme of professional development and has completed additional training to improve her skills and knowledge. The childminder works closely with the Local Authority and a local childminder network. This helps her to share good practice and keep up to date with current legislation.

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:

- enhance the curriculum for literacy development, particularly in the outdoor area, to help children practise their literacy skills and develop a love of books.

Setting details

Unique reference number	322310
Local authority	Liverpool
Inspection number	10306267
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	3 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 June 2023

Information about this early years setting

The childminder registered in 1998 and lives in Norris Green, Liverpool. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She holds an appropriate qualification at level 3. The childminder is registered to provide overnight care.

Information about this inspection

Inspector
Kayte Farrell

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- 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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