

Childminder report

Inspection date:

6 February 2023

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

The friendly childminder provides a nurturing environment for children. Children are happy and settled. The childminder establishes close bonds with them. Children demonstrate that they feel safe and secure here. They enjoy spending time with their peers and with the childminder. The childminder is a positive role model. She encourages children to use good manners.

Children behave well. The childminder plans activities that interest and motivate children. Children run around the childminder's garden and practise kicking balls. They enjoy riding around the garden using ride-on toys. Children use paintbrushes and water to make marks in the garden. They use spades to fill up the moulds in the sand. Children enjoy scooping the sand to find the figures that are hidden. This helps to build up children's small-muscle movements.

The childminder takes children on a range of interesting outings. Children enjoy travelling on a variety of public transport with the childminder. She takes them to local shops to choose and pay for their fruit. Children enjoy going on walks around the local community. They plant sunflowers and watch the changes as they grow. These opportunities help children learn about the wider world.

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

- The childminder provides a broad and balanced curriculum. She monitors children's learning and assesses their progress. The childminder ensures that the opportunities she provides are focused on the individual needs of children. This helps children make progress in all areas of learning.
- The childminder promotes mathematical skills well. She encourages children to recognise colours in the environment. The childminder counts with children as they go up the steps on the slide. They count the wheels on cars when they go on their daily outings. This supports children's early mathematical development.
- The childminder provides healthy and nutritious food. She talks to children about why foods are good for their body. The childminder promotes good oral health. She takes children to the dentist to prepare them for their visit. Children have copious opportunities to be physically active. This helps to promote a healthy lifestyle.
- Parents are complimentary about the care and education the childminder provides. They praise the childminder for being friendly and approachable. Parents are thankful for the regular updates the childminder provides about children's development. The childminder forges positive relationships with other settings that children attend. She shares information about children's development and their next steps. This helps to provide continuity in children's learning.

- Children access the resources that they would like to play with independently. However, the childminder does not always plan opportunities that further promote children's growing independence. For example, children cannot reach the sink by themselves to wash their hands. Tissues are not always easily accessible for children to use by themselves.
- The childminder teaches children about different cultures. She celebrates festivals with children, such as Chinese New Year. The childminder talks to children about the dynamics of different families. This helps children learn about the similarities and differences between themselves and others.
- Children learn about emotions from a young age. They practise pulling happy and sad faces in the mirror. The childminder reads children stories and sings songs about feelings. She talks to children about what to do if they are feeling sad and angry. This helps to promote children's emotional development.
- The childminder promotes children's communication and language skills well. She introduces children to new words by reading books, singing songs and playing with them. Young children join in with making animal sounds as they sing songs. They turn the pages in books and lift the flaps in stories to find the hidden animals. Children gain a love of books from a young age.
- The childminder teaches children to share the toys from an early age. Children play happily together as they stack blocks. However, the childminder does not always provide clear instructions about what she wants children to do. For example, during tidy-up time, children are unsure where all the toys belong. This prevents them from being able to tidy up effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of what constitutes a safeguarding concern. She attends safeguarding training and has a good knowledge of the signs that indicate children may be at risk of harm. She understands the procedures to follow if she has a concern about a child's welfare. The childminder teaches children about possible risks and hazards. For example, she conducts a fire evacuation procedure with them so they are prepared in the event of an emergency. The childminder teaches children about road safety when children go out on their daily outings. Children learn how to cross roads safely. They are supervised well in all areas of the premises.

What does the setting need to do to improve?

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

- plan further opportunities to develop children's growing independence
- provide children with consistently clear instructions so that they understand what is expected of them.

Setting details

Unique reference number	EY407987
Local authority	Liverpool
Inspection number	10276731
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	31 July 2017

Information about this early years setting

The childminder registered in 2010. She operates her provision all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder's husband acts as her assistant on a very occasional basis.

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 childminder.
- The inspector spoke to the childminder and the children at convenient times throughout the inspection.
- The childminder and the inspector completed 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.

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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