

Childminder report

Inspection date:

5 December 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 are happy and relaxed in the calm environment that the childminder and her co-childminder provide. They have formed close bonds with the childminder and their peers. Children sit on the childminder's knee when they need reassurance or a cuddle. They demonstrate that they feel safe and secure here. Children's behaviour is very good. They play harmoniously together, sharing the toys and resources. Children are kind and considerate to each other. For example, older children help to push younger children on the swings. The childminder is a positive role model. She has high expectations of all children. The childminder praises children for using good manners. This helps to build children's self-esteem.

Children help to look after the childminder's mandarin ducks. They plant a range of flowers and herbs in the childminder's garden, helping children to learn more about the life cycles of plants. The childminder plans activities that excite and stimulate children. This helps children gain positive attitudes to learning. The childminder takes children on a variety of daily outings. For example, they go to forest school sessions, local parks and to the woods. These opportunities help children learn more about the wider world.

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

- The childminder encourages children to make healthy choices. She provides nutritional food and drinks for children. The childminder teaches children why they must wash their hands before eating food and after playing outside. Children brush their teeth after lunch. The childminder reads books on oral hygiene to promote good care of children's teeth and gums. This helps children to learn good hygiene routines.
- The childminder provides a broad curriculum for children. She knows the children well. The childminder understands how children learn and what interests them. She monitors children's progress and quickly identifies any gaps in their learning. The childminder continues her professional development with online training. She has targeted future professional development, to enhance her knowledge and skills further.
- Parents are thrilled with the service they receive. The childminder and her co-childminder work closely with parents to gather information about children from the outset. For example, they find out about what children know and can do. She establishes children's starting points with parents. They use this information effectively to plan the children's next steps in learning.
- The childminder has forged positive links with local schools children transition to. The childminder shares information about children's learning and development with class teachers. This helps to provide consistency in children's learning.
- Children's physical development is promoted well. Children ride around the

outdoor area on scooters and trikes. They practise jumping and balancing in their disco yoga session. This helps to strengthen children's large-muscle movements.

- The childminder promotes children's communication and language skills well. She introduces children to new words by reading books, singing songs and playing alongside them. Young children learn to handle books gently and learn to turn the pages. Older children enjoy joining in with repeated phrases in books. This helps children to gain a love of books from a young age.
- Overall, children's independence is supported. Children chop their own bananas and strawberries at snack time. However, there are times when the childminder and her co-childminder complete tasks that children are capable of attempting. For example, the childminder puts children's coats and wellington boots on for them without allowing them to try. This does not extend opportunities to enhance children's independence skills.
- Children learn about similarities and differences between themselves and others. The childminder teaches children about other cultures. She talks to children about the dynamics of different families. This helps children gain a deeper understanding of people and communities that may be different to their own.
- The childminder is skilful in many of the interactions she has with children. However, on some occasions, such as during group activities, the childminder does not convey instructions clearly, and children do not understand what is expected of them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to safeguard children. She is aware of the possible signs and symptoms that may indicate a child is at risk of harm. The childminder understands her duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours. She understands how to report any concerns, including any allegations made against herself or a household member. The childminder conducts regular fire evacuation drills with children. She teaches children about road safety when they go on their daily trips.

What does the setting need to do to improve?

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

- extend children's independence skills, particularly when they are capable of carrying out tasks themselves
- provide clear instructions for children at all times so that they fully understand what is expected of them.

Setting details

Unique reference number	EY426240
Local authority	Liverpool
Inspection number	10263336
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	0 to 10
Total number of places	12
Number of children on roll	13
Date of previous inspection	27 April 2017

Information about this early years setting

The childminder registered in 2011 and she works with another childminder at her own home in Aigburth, Liverpool. The childminder operates her service all year round, from 8am to 5.30pm, Monday to Friday, except for family holidays and bank holidays.

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 setting.
- 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, who read their written comments.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

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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