

Childminder report

Inspection date:

22 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this calm and nurturing setting. They form strong attachments with the caring childminder. Children engage in their play and confidently select their chosen resources from the well-organised environment. For example, children choose books from the book shelf and bring them to the childminder. Babies and young children cuddle on the childminder's knee as she reads the pages of the book and encourages them to feel the textures on the pages. This helps children to feel supported, safe and secure.

Children are very familiar with the routines of the day. They eagerly sit down on the mat, ready to sing their 'good morning' song. They delight as the childminder sings to them and they enthusiastically join in when singing to their peers. Children have a very positive attitude to learning as they confidently express their wishes and feelings.

Children behave well and show respect to each other. They respond very well to the childminder, when she reminds them to share and be kind to each other. The childminder acts as a positive role model as she encourages children to use their manners. They consistently say please and thank you.

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

- The childminder engages in regular conversations with children and repeats any new words they say. This helps to consolidate their use and understanding of new vocabulary. Children enthusiastically join in with songs and rhymes. For example, younger children make the action of rocking a doll to indicate they want to sing 'Miss Polly had a dolly'. Opportunities, such as these, help to develop children's communication and language skills.
- Overall, the childminder knows children well and plans a curriculum, which is well sequenced in order to build on children's knowledge and skills. Activities and learning experiences are planned around children's interests and what they need to learn next. For example, children explore making marks in a variety of materials to help to develop their fine motor skills. However, at times, children's skills and knowledge could be developed further, in order for them to make even better progress.
- The childminder ensures children have time to be physically active during the day. They visit the local parks and field, where they play and climb on the equipment. Children eagerly join in dancing and movement to music. Older children spin around to the music, while babies move their bodies to the rhythm. This develops their large-muscle skills and promotes their physical development.
- Parents say that they are very happy with the care provided. They remark that their children are keen to come to the childminder and comment that 'When the

door opens each morning, my child's face lights up.' The childminder kept in touch with families during the COVID-19 pandemic through weekly virtual meetings and delivering home learning packs. This supports positive relationships with parents and continuity of care.

- Children learn about the wider world through opportunities, such as regular trips to the park and travelling on the bus to the museum. The childminder introduces the children to learning about different cultural festivals, for example Chinese New Year. However, children do not always have enough opportunities to learn about the range of equality and diversity in modern Britain to extend their knowledge further.
- Children learn about healthy lifestyles. For example, they make choices about healthy food as they select which fruit they would like to have for their snack. Children enjoy a range of home-made, nutritious meals provided by the childminder. Children learn to wash their hands with soap and water before eating. This effectively supports children to learn about the importance of following good hygiene routines.
- The childminder continually reflects on her practice. She has recently received support from the local authority to enhance her practice and develop her knowledge. The childminder has reduced her paperwork and is spending even more time supporting the children's play. This means that children benefit from valuable interactions to develop their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she keeps up to date with her knowledge of safeguarding. She has a good awareness of signs and symptoms that indicate a child is at risk of harm. The childminder knows the procedure to follow to report any concerns about the welfare of a child. Furthermore, she understands the action to take in the event of an allegation being made. The childminder carries out risk assessments of her home and any outings. This helps to keep children safe from any potential risks and hazards.

What does the setting need to do to improve?

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

- enhance children's knowledge of the full range of similarities and differences between people, in order to support their understanding of diversity further
- recognise and utilise all opportunities to challenge children's learning and development, in order that they make the best possible progress.

Setting details

Unique reference number	EY457493
Local authority	Liverpool
Inspection number	10236048
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 10
Total number of places	6
Number of children on roll	0
Date of previous inspection	28 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Walton, Liverpool. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Janine Tours

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 setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- Written feedback from parents was reviewed by the inspector, who took account of their views.
- The inspector and the childminder carried out a joint observation of an activity.
- The inspector looked at relevant documentation, including the provider's first-aid certificate.
- The childminder and the inspector discussed how the curriculum is organised and implemented.

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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