

Childminder report

Inspection date: 23 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children develop loving, secure bonds with the highly qualified, experienced childminder and her assistants. Children are extremely confident to approach visitors. Babies share photographs of their families with them and laugh as they find a photograph of their family pets. Older children offer visitors 'tea' from the role-play kitchen. Children feel safe, secure and relaxed.

Children benefit from a calm, exciting environment that is planned around their interests. They concentrate for long periods and demonstrate high levels of curiosity. The childminder has made adaptations to her transition arrangements in response to the COVID-19 pandemic. She provides photographs of the environment to support children to become familiar with the setting. This helps to enrich children's personal and social development and supports them to settle quickly.

Children behave extremely well. They know the routines and follow them consistently. All children have a go at tidying away the resources and older children explain that they have to wash their hands next as they sit on the rug in readiness for a story. Children share resources cooperatively together. As younger children approach activities, the older children make room for them to join in. This respectful behaviour is modelled well by the adults who prioritise children's social skills.

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

- The childminder encourages children to develop a love of stories. She takes the children on regular outings to the library where they explore different books. She ensures she provides a wide range of high-quality texts for children to enjoy, linked to their interests. Children recall their favourite stories and use props and puppets from stories to develop their imaginative play.
- Parents compliment the childminder and her assistants for the love and guidance they provide to their children. Parents are extremely well informed about their children's development and praise the support they receive when children require extra help with their learning. Partnerships with parents are valued and effective.
- The childminder is extremely knowledgeable about child development. She regularly observes children and plans exciting activities that contribute to their future development. However, at times, the childminder does not ask questions that extend children's thinking skills and knowledge.
- Children are encouraged to be independent. They remember to wash their hands before lunchtime and put on their own shoes. They thoroughly enjoy cutting up salad as they add it to their wraps at lunchtime. Children demonstrate

a can-do attitude to their learning.

- Children are provided with many opportunities to develop their mathematical knowledge. Younger children benefit from filling and emptying containers with a variety of different objects. Older children use language such as 'full'. They count the other children to work out how many plates are needed at mealtimes.
- The childminder provides a wide range of experiences that promote children's physical skills. Children who have recently started to walk have many opportunities to practise this skill in the garden. They climb up steps and show great pride as they get to the top of the small slide. Older children develop their small-hand muscles by scooping up sand with tiny spoons and filling up jugs with precision. The childminder understands how these early physical opportunities will support children's pre-writing skills.
- The childminder and her assistants place a great focus on supporting children's emotional well-being. They ensure they provide responsive care to all children. They explore emotions with the children and talk about the feelings of characters in books. Children take time to rest as they lie under the tree in the garden to relax and enjoy a book. The childminder and her assistants believe that learning cannot take place if children are not happy and secure.
- The childminder knows the children extremely well. She provides an environment that promotes children's motivation to learn. They have established close links with outside agencies and they make effective use of these links when children require extra help with their learning. All children, including children with special educational needs and/or disabilities make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She knows the signs that may indicate a child is at risk or harm and the processes to follow should she have any concerns about a child's welfare. She ensures her and her assistants regularly access child protection training to keep their knowledge relevant and up to date. Children are taught to keep themselves safe. They use knives safely and remind each other to take care when handling new objects in case they are sharp. The childminder and her assistants ensure the areas used by children are safe and secure.

What does the setting need to do to improve?

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

- support and extend children's learning by ensuring that interactions with them challenge their thinking skills.

Setting details

Unique reference number	2544929
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10232004
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 9
Total number of places	8
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Halewood, Liverpool. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. The childminder works with assistants.

Information about this inspection

Inspector

Rebecca Weston

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder, one of her assistants and children.
- The childminder and the inspector carried out a joint observation.
- Parents shared their written views of the childminder with the inspector.
- 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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