Childminder report

Inspection date:	16 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy and well settled in the childminders care. She is a positive role model and supports children to understand the rules and boundaries, such as tidying up when play has finished. Children follow the daily routine and the childminders instructions very well. The childminder teaches children about respectful behaviour and good manners. For instance, children ask if they can leave the table when they have finished eating. This helps children to learn about what is expected of them and promotes their good behaviour. Older children are very kind to younger children. They thoughtfully share the resources and help them to remove their coat when returning from the garden. This helps children to build strong and trusting relationships with their friends.

The childminder provides a language-rich curriculum that helps all children to develop good communications skills. Children hear a range of new words, such as 'reverse' and 'pipet'. The childminder supports children to understand the meaning of new words by using them in a sentence. She engages children in lots of back-and-forth conversation and asks questions that promote their thinking and problem-solving skills. Older children chat to themselves while playing, narrating what they are doing and vocalising their ideas. They are confident and articulate communicators.

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

- The childminder plans and implements her curriculum well. She considers what children already know and can do and builds on their existing skills. The childminder gets to know children's interests well and plans experiences that she knows they will enjoy. She then skilfully weaves children's next steps into their play. Consequently, children remain engaged and make good progress in their learning.
- The childminder implements robust procedures for observing children and monitoring their progress. This helps her to swiftly identify and address any gaps in learning. The childminder provides targeted support for children who may be at risk of falling behind. This helps to ensure that all children make progress from their unique starting points.
- The curriculum for physical development is well embedded. Children have lots of opportunities to use tools, such as pipets and pump action containers. This helps to strengthen their hand and finger muscles in preparation for early writing. Children use the equipment outdoors to strengthen their large muscles. Younger children confidently climb on and use ride on toys independently. They demonstrate good levels of balance and coordination. Children are developing important skills that prepare them for the next stage in their learning.
- Children show good levels of engagement. They concentrate intently when filling

a variety of vessels with coloured water. Children use their problem-solving skills to explore how to make different coloured water. The childminder supports older children to test out their ideas and asks thought-provoking questions. Children are eager and motivated learners with a positive attitude to learning.

- Children are developing independence skills appropriate to their age. Older children tend to their own personal hygiene and peel their own snack. Younger children learn to put on and take off their shoes. Children drink from open top cups successfully despite their young age. However, the childminder occasionally intervenes and offers support to younger children before they have had chance to have a go. This means younger children do not consistently have enough time or opportunity to practise the new words and skills they are learning.
- The childminder is teaching children about how to stay fit and healthy. She provides healthy meals and daily physical exercise. During a dancing activity, children explore how exercise speeds up their heart rate. Hygiene procedures are particularly well embedded. Children automatically wash their hands when returning from the garden and talk about why this is important. This helps to promote children's overall good health and well-being.
- The childminder provides children with lots of experiences outside of the setting. She visits the local community, playgroups, museums and art galleries. This helps to broaden children's understanding of the world and promotes their social skills.
- Partnership working with parents and other professionals is well embedded. Parents receive ongoing information about children's' development and how they can extend learning at home. The childminder works closely with other settings children attend to identify their next steps. This collaborative approach helps to provide continuity in children's care and learning.
- The childminder is knowledgeable and has a good understanding of child development. She accurately identifies gaps in her own practice and seeks out professional development opportunities. The childminder works with a local childminding network to share good practice and keep her knowledge and skills up to date. This helps her to provide a good quality of education to children.

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:

- provide younger children with more time and opportunity to practise the new words and skills they are developing.

Setting details

Unique reference number	2660136
Local authority	Wirral
Inspection number	10333075
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	2 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in the Heswall area of Wirral. The childminder operates during the term time only. Sessions are from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three and four-year-old children.

Information about this inspection

Inspector
Kayte Farrell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the 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.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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