

Childminder report

Inspection date: 24 September 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 happy and settled in this nurturing environment. The childminder alongside the co-childminder provides a range of engaging activities that promote children's development. Children delight as they climb in the garden. They respond positively to instructions, such as 'wait' and 'jump', which supports their listening skills and physical development. The childminder uses a consistent approach to teach children about boundaries. Children receive praise and positive comments for their good behaviour. This supports children to understand behaviour expectations. The childminder acts as a good role model to support positive behaviour.

Children learn to look after their environment as they tidy away toys. The childminder sings a familiar tidy-up song to help children carry out the task. Children receive plenty of praise when they have completed the task, which helps to build on their self-esteem. The childminder works effectively with her co-childminder, managing routines and transitions smoothly throughout the day to keep children settled and secure, with a clear focus on their safety.

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

- The childminder has a good understanding of each child's next steps in their learning and development. She uses this information to plan interesting activities that help children develop their individual skills. For example, as children choose to play with jigsaw puzzles, the childminder encourages them to take turns. This helps children who are learning to share.
- Children know to drink water when they are thirsty. At snack time, they discuss the health benefits of foods. They access physical exercises everyday, including walking, running and jumping. They develop balance and coordination as they practise climbing skills on equipment at the local park. Children's physical health and well-being are promoted very well.
- The childminder talks to children as they play. She introduces new words to help extend their growing vocabulary. For example, while drawing, the childminder introduces the words such as 'circular' and 'straight', and this helps children to use words in context. Sometimes, the childminder asks questions in quick succession and does not always give children time to think and respond. At these times, children's communication and language skills are less well supported.
- Children's care routines are managed with great care and respect. The childminder interacts warmly with children as she supports them to wash their hands. She is very attentive to their needs, noticing when they need their faces wiping or when they are ready for a rest. As a result, children remain calm and content during these moments, which helps to support their emotional security and well-being.

- Children are well supported as they move to the next stage of their education. The childminder helps children to transition with plenty of conversations about preparing for school. She focuses on skills they need to be independent, such as toileting and self-care. The childminder invites teachers to visit children in the setting, and this helps children be confident and happy to move on.
- The childminder regularly reflects on her practice. She works closely with the co-childminder to share ideas. The childminder constantly reflects on her own practice, with a view to providing the highest possible standards of care and education. She gathers and considers the views of parents and children in her plans. As a result, the childminder has created the setting's ethos of mutual respect.
- Parents appreciate the photos they receive of their children during the day. The childminder offers an abundance of support with child development issues, such as potty training. Parents are also very well informed of what their children are learning about and how to support this at home. This approach builds a consistent approach to children's development.

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:

- develop questioning strategies to consistently support children's communication and language development.

Setting details

Unique reference number	2757347
Local authority	Sefton
Inspection number	10349609
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 3
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered with a childminder agency in 2020 before registering with Ofsted in 2023. The childminder works with a co-childminder and operates from the co-childminder's home in Maghull, Merseyside. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Deborah Magee

Inspection activities

- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and discussed children's progress with the childminder.
- The childminder and the inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability and the safeguarding documents.
- The inspector took account of feedback provided by parents.

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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