

Childminder report

Inspection date: 18 October 2024

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

The childminder provides warm and welcoming play spaces where children can independently access the toys and resources of their choosing. Children who are new to the setting settle well. They demonstrate that they feel valued and appear extremely happy and content. The childminder displays warm interactions with children as they play. As a result, children feel welcomed and safe in her home.

The childminder plans and delivers a broad range of exciting activities that build on children's development. All children progress well from their starting points. They are ready for the next stage of learning. The childminder provides consistent and positive encouragement to children. She is a good role model for the children. This helps children to understand the rules and boundaries. Children are very well mannered, respectful of their environment and behave well.

The childminder takes the children out in the local community to places such as the library and stay-and-play groups. Children are excited when they see the refuse lorry arrive outside. They excitedly wave, shout hello and talk with the refuse collectors. This supports children to learn about the people and community in which they live.

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

- The childminder has clear intentions for her curriculum and implements this in the activities she provides. She plans around children's interests and provides opportunities that help to extend their learning and development. For example, children enjoy sensory play with lentils and pine cones. They scoop and pour as they fill and empty containers. This helps children to develop their hand muscles. That said, the childminder does not minimise distractions around children when she implements group activities. As a result, the focus of the activity is sometimes lost, and children lose their concentration.
- The childminder collects relevant information from parents about what children know and can already do when they first start. She plans and provides effective opportunities to support children's learning and development. Children learn through a range of activities carefully planned around their interests and what they need to learn next. The childminder builds on the knowledge and skills children already have and helps to further extend their understanding. For example, children develop an understanding of emotions when creating their own pizza faces. They talk about the different emotions while creating their own faces. All children make good progress from their starting points.
- The childminder closely monitors the progress children make. This supports children's ongoing learning and development. The childminder identifies what children need to learn next and finds ways to close any gaps in their

development. She understands the importance of working in partnership with parents and other settings that the children attend. This helps to promote continuity in children's learning.

- Children develop a love of books from a young age. They sit comfortably on the sofa alongside the childminder as she happily reads a 'Winnie the Witch' story to them. The childminder encourages all children to be involved at story time. For example, she prompts children to take out their wands to say the magic spell as well as asking children to identify the characters in the story. As a result, children enjoy taking part in story time.
- Children are taught the importance of healthy lifestyles. For example, they know that vitamins help to maintain a healthy body. The childminder is an excellent role model for children. She attends to children's needs for sleep, healthy and nutritious food and active play. Children are learning the skills of personal hygiene and self-care. They know where to find their drinking water and to wash their hands before snack and lunch. Children become increasingly confident in their self-care needs.
- The childminder reflects on her practice to help her to improve outcomes for children. She thinks about the effectiveness of her own practice and takes account of written feedback from parents and professionals. The experienced childminder is dedicated and committed to her work. She continuously seeks new ideas and information to further extend her knowledge and skills. As a result, children benefit from good teaching.

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:

- adapt the organisation of some activities to support children to remain engaged and focused in their learning.

Setting details

Unique reference number	306155
Local authority	Wirral
Inspection number	10351344
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 October 2018

Information about this early years setting

The childminder was registered in 1997 and lives in Wallasey, Wirral. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the curriculum has been implemented and the impact this has had on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting 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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