

Childminder report

Inspection date: 9 March 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have formed close attachments with the childminder, they are very happy and confident in her care. They benefit from lots of cuddles and seek reassurance when needed. This helps children to feel safe and supports their self-esteem. Children have good opportunities to develop their independence and have a go at doing things for themselves. For example, they show concentration as they open the lids on boxes and help the childminder to peel fruits at snack time. Children show a good ability to play imaginatively and reflect on their own experiences. For example, they are keen to change the nappies on the dolls and pretend to make cups of tea in the role-play area. The childminder supports children's early mathematics skills well, including numbers and counting. She encourages the children to look at the numbers displayed on coins and to count the number of eggs inside the box.

Younger children are curious and show a keen desire to learn new skills. They explore various containers and use their developing physical skills to unscrew and replace the lids. They show an interest in observing objects and living things, such as shells and the birds in the garden. The childminder plans a range of activities to support children's understanding of nature, such as planting in the garden and making bird feeders.

The childminder has kept in touch with parents and children throughout the COVID-19 pandemic. She has shared information relating to her policies and changes in guidance. This has helped to keep parents well informed and supported children to settle back into her care smoothly.

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

- The childminder uses effective strategies to support children's language and communication skills. For example, she models language and introduces new words. Children develop a keen interest in reading and have a good range of books to choose from. They learn to handle these with care and turn the pages independently.
- The childminder regularly reviews children's progress to help identify any gaps in their learning. She knows children well and has high expectations for their learning. The childminder plans a range of interesting activities based on children's current interests. However, she does not always consider children's prior knowledge and skills when planning activities and how she could build on these.
- The childminder acts as a good role model and supports children's personal and emotional development well. She makes good use of positive praise to support children's well-being and self-esteem. The childminder encourages children to

use good manners and supports their understanding of the rules. She meets regularly with other childminders, where they take part in group sessions. This helps to support children's social skills and interactions with other children.

- Overall, partnerships with parents are good. The childminder provides them with information about daily activities and key achievements. However, the childminder has not fully explored ways in which she could work alongside parents to provide greater continuity of children's care and learning.
- Children benefit from a range of trips and outings in the local community, such as the library and stables. The childminder support children's understanding of caring for the planet and takes them to pick litter in the local area. This helps to provide good opportunities to learn about nature and the wider world.
- The childminder reflects on the quality of her practice and considers how future training may help enhance her knowledge and skills. She has ensured her training, such as first aid, is kept up to date and has also accessed some other courses online, such as behaviour management. This has helped to strengthen the childminder's knowledge of this area and implement new strategies.
- The childminder supports children's understanding of health and exercise well. She provides nutritious meals and plans activities to promote physical development and well-being, such as yoga. Children are encouraged to follow good hygiene routines, including hand washing before meals. This helps to support their understanding of health and self-care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She has a secure knowledge of child protection issues and how to identify possible signs of abuse. The childminder attends regular training and completes research on the internet to help keep her safeguarding knowledge up to date. She understands the procedures to follow should an allegation be made about herself or a member of her household. The childminder completes risk assessments on her home to help identify and minimise risks to children. She practises regular fire drills with children and holds discussions with them about how to stay safe.

What does the setting need to do to improve?

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

- refine the planning of activities to identify more specific learning intentions for children
- enhance opportunities to share information with parents about how children's learning may be supported further at home.

Setting details

Unique reference number	306156
Local authority	Wirral
Inspection number	10109601
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	13
Date of previous inspection	17 April 2014

Information about this early years setting

The childminder registered in 2000. She lives in the Greasby area of the Wirral. The childminder cares for children between 7.30am and 5pm, from Monday to Friday, all year round. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nadine McCarthy

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 and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including that relating to qualifications, insurance and suitability checks.

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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