

Childminder report

Inspection date: 5 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in the care of the kind and nurturing childminder. They consistently demonstrate that they feel safe and secure in her presence. Children smile and happily engage with the childminder as they participate in activities. They have positive attitudes to learning and are developing their confidence levels as they try new things. Children behave extremely well because the childminder has high expectations of all children. They understand what she expects of them. There are rules in place to help children learn right from wrong. They use their manners and show kindness and respect for one another.

The childminder uses children's interests to engage them in their learning and help them feel secure when they are unsettled. For example, when children feel upset, the childminder uses footballs that they are interested in to distract them and help them to feel happy again. Children are taught the importance of caring for animals as they help the childminder feed and walk her dog. The childminder provides a wide range of opportunities that enhance and complement children's experiences. She is aware that, as a result of the pandemic, some children need to extend their social skills further. The childminder provides opportunities for children to play and socialise with other children at local playgroups. This helps them to become confident in social situations.

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

- The childminder provides children with a curriculum that follows their interests and builds on what they already know and can do. She uses assessment effectively to identify what children need to learn next. Children are highly motivated and demonstrate positive attitudes as they play and learn.
- Children happily involve the childminder in their play. She engages them in thoughtful discussions and asks thought-provoking questions in order to enhance their thinking. The childminder uses correct language and introduces new vocabulary to children, such as 'squash' and 'mould' as they play with dough. Children learn an array of songs and listen to interesting stories. As a result, they develop their communication and language skills.
- The childminder provides children with healthy food and ensures they have a range of opportunities to develop their physical strength, both inside and outdoors. However, some children do not have access to drinking water throughout the day. They drink juice from bottles that they have brought from home. This does not give a clear and consistent message to children around healthy choices, in particular about drinking water to stay hydrated.
- Children are confident in social situations. They attend playgroups, explore local nature trails and develop their physical strength as they play in the park. As a result, children learn about the local area and important people, such as crossing

attendants who help to keep them safe. This helps children to develop respectful attitudes.

- Children explore the environment and generally make independent choices in their learning. There are many activities and resources on offer. However, at times, the childminder has to support younger children to access items that interest them. This means that children become a little frustrated as they cannot freely follow their interests.
- The childminder forms a network with other local childminders. They meet up and engage in large-group activities. This helps children to enhance their social development. The childminder has engaged in recent training to meet statutory requirements. However, her training and development are not precisely focused to further raise the quality of teaching to a higher level.
- Partnerships with parents are strong and the childminder shares information with other settings that children attend. Parents receive daily updates on what their children are learning. They particularly value the photos of their children's experiences. The childminder gives parents advice on how to support children's learning at home. This means children benefit from a consistent approach to their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. She fully understands the procedures to follow, and the appropriate agencies to contact, should there be any concerns about a child's safety or well-being. The childminder completes training to support her role as designated safeguarding lead and ensures that her knowledge remains up to date. Children learn about road safety and know they must follow rules when they are out in the community. This helps to keep children safe.

What does the setting need to do to improve?

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

- enhance the programme of training and professional development to focus on improving teaching to the highest level
- develop the learning environment so all children can independently follow their interests
- consider routines so children can freely access drinking water.

Setting details

Unique reference number	310665
Local authority	Sefton
Inspection number	10234495
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 October 2016

Information about this early years setting

The childminder registered in 1997 and is located in Lydiate, Sefton. She operates from 7.30am to 6pm Monday to Friday all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

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 observed the quality of education being provided indoors and outdoors.
- Parents and children shared their views on the setting.
- The childminder spoke to the inspector about the intentions for children's learning.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.

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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