

Childminder report

Inspection date: 21 April 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 are happy and settled during their time in this setting. Parents currently drop their children off with the friendly childminder at the door due to the COVID-19 pandemic. This helps to keep children safe in the setting. Children settle quickly with the warm and welcoming childminder. They happily choose from a variety of activities and confidently move around the playroom. For example, older children engage in role play by pretending to pour and drink cups of tea with the play tea set. Younger children confidently build a tower with the stacking blocks. Therefore, children are motivated to learn and show enjoyment while playing.

The childminder sets high expectations for children's behaviour. Children are happy, confident and kind to others. They show care and concern for their peers, for example offering comfort if a child is upset by patting their friend on the back. This helps to build children's self-esteem and mutual respect of others. Children are encouraged to take turns when playing a table-top game. For example, as the childminder plays the 'lunchbox' game, the children show excitement when turning the cards over to reveal the different foods. They celebrate enthusiastically with smiles and cheers when they find their matching cards. The childminder speaks clearly to the children and enhances their vocabulary through sharing stories and engaging in conversations throughout the day.

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

- The childminder demonstrates a good knowledge of what children know and can do. She plans activities that they enjoy and are interested in. However, activities do not always provide sufficient challenge to extend children's learning to the highest levels.
- Parents comment that they are extremely happy with the care provided in this 'home-from-home' setting. They receive daily feedback about what their children have been doing and the new skills they have learned, including new words younger children say. The childminder talks to parents about how they can support their children's learning at home. She shares books with them that children enjoy in the setting, which they often take home. This helps to promote a love for reading.
- Good hygiene practices are in place. Children wash their hands before eating and brush their teeth at lunchtime. They enjoy a varied selection of nutritious meals and healthy snacks. For example, fresh fruit is served for snack time and the childminder prepares home-made soup for lunch. This helps children to learn about healthy lifestyles.
- The childminder regularly meets with other childminders at the park or each other's homes. This gives children an opportunity to socialise with others and build their confidence in new situations.

- Children's independence is promoted well. For example, they help to prepare their own snack. Children share out the plates and use a knife to spread the butter from individual small pots onto their piece of toast. This helps them to prepare for next stage of learning in readiness for school.
- The childminder supports children to learn the importance of being respectful to others. Children understand that they are unique. Through meaningful conversations with the childminder, they learn about similarities and differences, including other cultures and ways of life. This helps children understand the diverse world around them.
- Children's mathematical development is supported through a range of activities and daily routines. For example, they count as they walk down the stairs and learn the names of shapes as they push them through the holes of the sorter. Therefore, children develop early mathematical skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge of the signs and symptoms of abuse. She knows how to correctly refer any concerns about a child's welfare and that of an any allegation against herself or member of the household. The childminder has attended recent paediatric first-aid training. She accurately records and shares accidents with parents. The childminder identifies and removes any hazards, which helps to ensure children are kept safe. Children have many opportunities to develop their understanding of how to keep themselves safe. For example, they understand and follow the setting rules, such as holding the banister when they are using the stairs.

What does the setting need to do to improve?

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

- enhance the curriculum to provide children with even more challenging learning opportunities to further support their development.

Setting details

Unique reference number	322279
Local authority	Liverpool
Inspection number	10219691
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 August 2016

Information about this early years setting

The childminder registered in 1988 and lives in Anfield, Liverpool. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education for three- and four-year-old children.

Information about this inspection

Inspector

Janine Tours

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 childminder and the inspector evaluated an activity.
- The inspector reviewed some documents, including the childminder's paediatric first-aid certificate.
- The childminder spoke to the inspector and they completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector checked all areas of the premises used by children, including the garden.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education and the impact this has on children's learning.

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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