

Childminder report

Inspection date: 28 June 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 has created a welcoming environment where children feel valued and secure. She is kind and nurturing towards the children. The childminder knows the children well and identifies where they may need additional support. She plans a range of exciting activities and experiences that support children's individual learning needs and next steps. The childminder supports children's communication and language skills very well, including those children who speak English as an additional language. She has undertaken specific communication and language training and uses what she has learned to promote children's development. For example, she introduces and repeats new words as children play. She uses open-ended questions and allows children time to think and respond.

The childminder provides children with a wealth of opportunities to explore the local community and beyond. For example, following their interests, children participate in trips to the museum where they learn how bees make honey and help to pollinate flowers. They explore the local park to look for bees and identify wildflowers. Children enjoy attending playgroups and participating in learning initiatives, such as 'Little Chefs' and 'Mighty Movers'. This helps to create new friendships and build confidence and valuable social skills.

Children behave very well. The childminder is an excellent role model. She has high expectations of all children and sets consistent boundaries. Children thrive on the positive praise given by the childminder. They are eager to help with routine tasks, such as tidying their toys away and brushing up sand. This helps to support their growing independence skills.

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

- The highly qualified childminder is passionate about her work and is deeply committed to supporting children and their families. She regularly reflects on her practice and seeks the views of parents and professionals through questionnaires and discussions. The childminder undertakes a range of targeted professional development that builds on her already extensive knowledge. This supports her to develop her well-sequenced curriculum even further. For example, she has undertaken a course on whole-body movement. This allows her to build on children's physical development skills.
- Partnerships with parents are strong. The childminder values parents' input and works hard at developing meaningful partnerships. She makes accurate assessments of children's learning and shares this information with parents and other professionals. The childminder offers resources and ideas so that parents can continue children's learning at home. Furthermore, she signposts parents to seek help from other professionals and external agencies for the benefit of

children. This helps to provide consistency of care for children.

- Children develop their imaginations through a range of exciting activities. For example, children thoroughly enjoy using puppets to retell their favourite stories and consider what might happen next. They are eager to choose what songs they would like to sing, and join in with familiar rhymes. This supports children's early literacy skills.
- At times, routines are very rigid. For example, children are asked to wash their hands a lot throughout the day when they are playing. This interrupts children's concentration and engagement in learning.
- The childminder takes every opportunity to weave number language and counting into activities and routines. For example, children count the steps as they go upstairs and count the number of claws on puppets. Older children are encouraged to think about the similarities and positioning of jigsaw pieces. This supports children to develop their early mathematical and problem-solving skills.
- Children benefit from daily fresh air and exercise. In addition to the many trips to the local community, they access a well-resourced outdoor play space. They have plenty of opportunities to run, climb and play. The childminder teaches children about how to keep themselves healthy. For example, they talk about how exercise makes them strong and discuss similarities and differences between their favourite berries. In addition, the childminder provides a range of healthy foods and snacks for children to enjoy. This helps to promote children's good health.
- The childminder plans opportunities for children to enhance their understanding of different emotions well. For example, the children look at paintings in the museum and talk about how each one makes them feel. This helps to develop children's emotional literacy.

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:

- review daily routines to prevent unnecessary interruption to children's play and learning.

Setting details

Unique reference number	322290
Local authority	Liverpool
Inspection number	10346959
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 August 2018

Information about this early years setting

The childminder registered in 1997 and lives in Old Swan, Liverpool. She operates her childminding provision from Monday to Friday, 8am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6.

Information about this inspection

Inspector

Kerry Maddock

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 shared a range of documentation with the inspector, such as evidence of the childminder's continued professional development and paediatric first-aid qualification.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting through written communication. The inspector took into account their written feedback.
- The childminder and inspector had discussions at appropriate times during the inspection.

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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