

Childminder report

Inspection date: 13 November 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 engages warmly with children and, as a result, they confidently express their needs and chat happily to the childminder. Children in this setting demonstrate that they feel happy and safe. They respond well to the positive strategies that the childminder uses to manage their behaviour. From a young age, children are encouraged and supported to share, take turns and be aware of others' needs as well as their own. They are taught to manage their emotions and behave well.

The childminder ensures that children settle quickly in her home. They show they feel happy and safe. Children display delightful, secure attachments with the childminder. Children talk fondly about what they know about her and, mutually, she knows her children very well. The childminder is clear about children's individual starting points and what they need to learn next. She implements an ambitious curriculum that supports all children to make good progress. The childminder meets the children's needs beautifully. She knows how, at times, they like their food presented, and she respects their individuality. Further embedding children's security around her.

Children that no longer attend the childminder's setting insist on coming back to see her every week. They are old enough to walk home from school on their own but want to maintain the routine they have always had by having a once weekly visit to the childminder's home.

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

- The childminder interacts warmly with children. She offers frequent praise as children play. As such, children develop a positive sense of self and praise themselves when they do things well. For example, after finishing a jigsaw, they say, 'yippee', altogether. This teaches them to see a task through and feel a sense of achievement.
- The childminder provides children with a variety of opportunities to explore their local community and learn about the world around them. For example, children learn to be safe outside the childminder's home when they walk to the local parks and visit shops. Children socialise with others when they attend groups with other local childminders and visit the local library. Engaging with peers and adults in diverse settings encourages self-confidence and enhances children's ability to form friendships.
- Children as young as two years of age form purposeful relationships with their peers within the setting. Children talk fondly about their older friends who go to school. They are excited to help collect them up from school and eagerly plan how they will play together. Children of all ages form close, caring relationships

with one another.

- The childminder prioritises children's speech and language skills effectively to help them to increase their vocabulary and become confident talkers. She talks to children and models language in a way that encourages them to repeat and learn new words. She repeats back to them any words that children struggle to say so that they can hear the words pronounced correctly. This supports their developing language.
- The childminder and the children share a love of books. They choose their favourite stories, snuggle up and follow the pictures together. Children recall and finish sentences in familiar stories. They make thoughtful predictions about what might happen next as they talk with interest about the characters in the story. This supports children's ability to sequence stories and understand more complex texts as they grow.
- The childminder makes careful assessments of children's learning and development. She quickly identifies any potential gaps in their progress. The childminder uses her observations to plan children's next steps. For example, while children enjoy exploring play dough, some find it difficult to use tools to shape their models. She plans opportunities for children to practise rolling and manipulating malleable material using rolling pins. This helps them develop smaller muscles that they will later need for writing.
- Parents value the individualised care and education that the childminder provides. The childminder shares children's key achievements and specific care needs with parents to promote a consistent approach to children's development. She liaises closely with parents to ensure that they receive daily information about their child's day. This close collaboration with parents ensures that children receive consistent care both at home and in the childminder's setting.
- In general, the childminder places an emphasis on teaching children to manage their self-care skills, such as washing their hands before mealtimes. However, there are times when the childminder completes simple tasks for children without first encouraging them to have a go themselves. This does not consistently support children's confidence to fully master these important life skills for the future.

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:

- encourage children to take more responsibility of their own personal care needs

and develop their independence even further.

Setting details

Unique reference number	322331
Local authority	Liverpool
Inspection number	10354923
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	2 to 10
Total number of places	11
Number of children on roll	7
Date of previous inspection	12 November 2018

Information about this early years setting

The childminder registered in 1997 and lives in the Mossley Hill area of Liverpool. She operates all year round, from 7.30am to 5.45pm, Monday to Thursday, except for family holidays and the week between Christmas and New Year. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Denise Barnes

Inspection activities

- The childminder spoke to the inspector about her intentions for children's learning during the learning walk.
- The inspector observed the quality of education being provided by doing a joint observation with the childminder.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector looked at a sample of paperwork, including an up-to-date first-aid certificate.

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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