

Childminder report

Inspection date: 24 April 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 provides a warm and welcoming environment. Children develop close bonds with the childminder and her family. The childminder puts the children's individual needs at the heart of everything that she does. She gathers a range of information to help her to meet children's individual needs from the start. Her kind and nurturing approach helps children to settle quickly, feel happy and secure. The childminder has a good understanding of the children she cares for. She knows what each child needs to learn next and uses their developing interests to motivate them in their learning. For example, children's interest in a squirrel that visits the childminder's garden has been used to discuss wild animals. Children recall leaving food for the squirrel and eagerly discuss the need to be quiet so as not to frighten the squirrel away. Opportunities such as these help to develop children's empathy and interest in the world around them.

Children are familiar with the childminder's routines. They understand what is expected of them. Overall, the childminder is an effective role model. She sensitively supports children to understand the impact that their behaviour may have on others. This supports children to develop their consideration for others and creates a harmonious learning environment. All children behave well.

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

- The childminder understands the steps that children must take and in which order, to make good progress. For example, she understands that children need lots of opportunities to pull themselves up and balance before they take their first steps. This knowledge is used well to develop a curriculum that is sequenced effectively. Children make good progress from their starting points.
- Overall, children are developing good communication skills. The childminder talks to them about what they are doing as they play. She asks questions and gives children time to think and respond before offering her help further. However, the childminder does not consistently model the pronunciation of words accurately. For example, she refers to dogs as 'doggies'. This means that children's use of language is not extended as precisely as possible.
- The childminder uses opportunities throughout the day to develop children's mathematical skills. For instance, when children tidy toys away, they are encouraged to count things back into baskets and to sort the different toys. With the childminder's help, children learn to count correctly and to solve problems through their discussions.
- Children have lots of opportunities for physical development. They build their coordination and learn about movement and rhythm while dancing to familiar songs. They practise their balancing skills and develop strength on regular outings to local parks.

- Children are encouraged to be as independent as possible. For example, young children confidently use cutlery to feed themselves at lunchtime. Furthermore, children are encouraged to make choices about what they would like to play with. The childminder encourages children to be mindful of their own and each other's safety. For example, she encourages children to tidy away their toys when they have finished playing with them so that they do not trip. Opportunities such as these help children to develop their independence in readiness for their eventual move to school.
- Partnerships with parents are strong. The childminder speaks with them daily and shares updates about their child's learning and development. She provides resources that parents can use at home to support their child's learning. For example, the storybook loan box supports parents in developing children's love of reading at home. Parents value the strategies the childminder shares on topics such as toilet training and the use of dummies. This helps parents to support and extend their child's learning at home.
- The childminder reflects on the quality of the service she provides. She seeks the views of parents when evaluating her provision. The childminder ensures that all mandatory training is undertaken in a timely manner to keep up to date. However, opportunities to target further professional development are not considered in order to help in extending her knowledge and skills further.

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:

- model words accurately to help build children's communication and language skills
- target opportunities for further professional development precisely, to help build on existing knowledge and skills.

Setting details

Unique reference number	503914
Local authority	Liverpool
Inspection number	10335193
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	3
Number of children on roll	7
Date of previous inspection	7 June 2018

Information about this early years setting

The childminder registered in 2001 and lives in Wavertree, Liverpool. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector and the childminder jointly evaluated an activity and discussed the teaching and learning outcomes.
- The inspector spoke to children and the childminder at appropriate times throughout the inspection.
- Parents' views were considered through written feedback provided.
- The childminder provided the inspector with a sample of key documentation on request.

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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