

Childminder report

Inspection date: 5 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

Children are genuinely pleased to see their patient and caring childminder. They happily separate from parents as they enter this home-away-from-home environment. Children demonstrate that they have high levels of secure attachments as they cuddle and giggle on the childminder's knee. The childminder incorporates seasonal and thematic learning, such as reading autumn-themed books to connect with the season and animal discussions. She enriches children's learning experiences by encouraging children to observe their surroundings and engage in conversation about what they see. For example, they spot spiders, squirrels, snails and slugs outdoors, and the childminder skilfully introduces them to new concepts and vocabulary in a meaningful way. Children develop curiosity and observation skills as they learn to make connections between their immediate environment and the wider world around them.

Children develop their large muscles and coordination as they run, ride bikes and climb up on large apparatus in the extensive garden. Children enjoy regular trips to local farms, parks and organised playgroups. They have opportunities to play and develop their social skills as they make friendships with other children. The childminder speaks positively to children throughout the day. She provides a well-planned and interesting curriculum. Children develop their fine motor skills as they snip with scissors or use tweezers to pick up small objects.

The childminder works with parents to understand children's starting points and carefully plans their next steps in learning and development. Children build on what they already know. For example, books are used to help children to recognise and name emotions, such as happy and sad. Children learn to express their needs and feelings more effectively to others.

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

- Overall, children display good behaviour, positive attitudes and curiosity in their learning. However, the childminder does not consistently give children clear guidance on behaviour expectations. Children do not always understand or learn what is expected of them to be ready for the next stage in their learning.
- The childminder regularly connects with other childminders, which enables her to share resources and exchange ideas. She reflects on her own practice to consider areas for improvement, and she participates in training to enhance her skills. However, she does not ensure that any assistants she works with are provided with support and guidance to develop the professional skills they require to implement a high-quality curriculum effectively.
- Care routines are respectful and promote independence and responsibility. For example, when a child is asked to get a tissue, they are trusted to follow

through independently, and after using it, they know to put it in the bin. The childminder gently reminds the child to wash their hands afterwards, reinforcing good hygiene habits. Children choose between wellington boots, shoes or trainers before going into the garden. They eagerly go to the fridge to choose between fruit and yoghurt at lunchtime. Children build confidence as they become more self-sufficient and develop practical skills.

- The childminder has provided care to children for many years and is well respected within her community. Parents praise her warm approach and the variety of engaging activities that she plans. Communication with parents is highly effective.
- The childminder provides an inclusive, supportive environment for all children. She promptly identifies any learning gaps and creates individualised plans, including timely referrals, to assist children with special educational needs and/or disabilities. Children make meaningful progress from their starting points.
- The childminder uses effective storytelling techniques. She uses open-ended questions and encourages children to join in. For example, children enjoy making animal sounds that they have been taught and remember. The childminder introduces new vocabulary through daily interactions. For example, she explains that a slug does not have a shell like a snail. Children's language and communication skills develop as they are encouraged to think critically, express their ideas and interact with stories and singing.
- The childminder expertly highlights numbers in the environment. Children eagerly count and identify numbers on outdoor bins and road signs. They discuss the size of objects, exploring concepts of big and small. Children have lots of meaningful opportunities to develop early mathematical skills.

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:

- provide children with clear guidance on behaviour expectations to help them understand and learn what is expected of them to be ready for the next stage in their learning
- arrange support and guidance to develop all assistants' ability to develop the skills they require to implement a high-quality curriculum effectively.

Setting details

Unique reference number	954345
Local authority	Wirral
Inspection number	10359821
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	12
Number of children on roll	9
Date of previous inspection	13 December 2018

Information about this early years setting

The childminder registered in 2000 and works with an assistant in Eastham, Wirral. She holds an appropriate qualification at level 3. The childminder operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Angela Hayward

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and the childminder carried out a joint observation of a communication and language activity.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector had discussions at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.

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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