

Childminder report

Inspection date: 15 August 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 warmly welcomed into the childminder's home. They eagerly arrive and settle with ease, ready to start their day. Children develop a close bond with the nurturing childminder. They approach the childminder for comfort when they feel tired. Children demonstrate that they feel safe and secure in the childminder's care.

The childminder has high expectations of all children. She offers an ambitious curriculum and a wide range of activities that are adapted to support the learning and development needs of all children who attend. The childminder creates a safe and exciting space for children to build on their interests and expand their knowledge. Children learn to be kind and helpful. For example, they happily tidy away toys when they have finished with them. The childminder consistently offers praise and encouragement for children's efforts. This supports children to develop a deep sense of pride in their accomplishments.

The childminder supports children to understand how to regulate their behaviours. She helps them to understand rules and boundaries, with a calm manner and clear explanations. The childminder supports children to learn how to keep themselves safe. For example, when out on walks, she teaches children how to cross over roads safely. Children recognise that they have to press the button and wait for the green man on the traffic lights before they can cross. Opportunities such as this help to support children to know how to keep safe.

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

- The childminder identifies the skills and knowledge she wants children to gain over time. She encourages children to become confident and independent as they prepare for their next stage in learning. The childminder demonstrates a very secure understanding of children's progress. She regularly observes children's development and completes accurate assessments. This helps her to identify children's next steps in learning accurately.
- The childminder implements activities to support children's development as well as their interests. For example, children learn about similarities and differences as they are encouraged to sort through the different dinosaurs and animals. The childminder encourages children to recall their prior learning. Children confidently describe the difference between animals that are herbivores and carnivores. This helps children to remember and build on their prior learning and experiences.
- Children develop a positive sense of belonging. The childminder promotes positive relationships with others. Children are encouraged to share their play with their friends. They regularly meet with other childminders and children at

local playgroups. Children are confident and show a willingness to share their play with new visitors. For instance, they confidently show and talk about their favourite toys with the inspector. As a result, children's social skills are developing well.

- The childminder offers a wide range of interesting activities to motivate children. For example, children recognise different shapes as they mix and explore with the play dough. The childminder is enthusiastic and passionate about helping children to gain a wide range of experiences. However, she tends to model how things work or what happens, without giving children the chance to explore and find out for themselves. This does not provide opportunities to involve children in problem-solving and to develop their critical thinking skills.
- The childminder is committed to her professional development. She carefully targets training to support her in developing her practice. Furthermore, the childminder liaises with other childminders to share ideas and extend her knowledge and skills further. This has a positive impact on the way the childminder plans her provision and enhances her practice.
- Partnerships with parents are strong. The childminder gathers effective information from parents about their child from the outset. This allows her to build on what individual children already know and can do. The childminder communicates effectively to meet the needs of all families. Parents appreciate the information they receive about their child's daily routines and progress. The childminder suggests things that parents may like to do to continue to offer learning opportunities at home. This helps to ensure that there is a consistent approach to children's learning and development.

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:

- enhance opportunities for children to solve simple problems as they play and develop their resilience and thinking skills further.

Setting details

Unique reference number	962031
Local authority	Liverpool
Inspection number	10260087
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	3 September 2018

Information about this early years setting

The childminder registered in 2001 and lives in Old Swan, Liverpool. The childminder holds an appropriate qualification at level 3. She operates her childminding provision all year round from 7.15am to 5.30pm, Monday to Thursday, except bank holidays and family holidays.

Information about this inspection

Inspector

Jason Holmes

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 showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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