

Childminder report

Inspection date: 4 October 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 and her co-childminder welcome children into their homely and caring environment. Children are settled and happy in their care. The enthusiastic childminder works hard to get to know children, which means she is aware of their interests and capabilities. She offers children a range of activities and experiences that she tailors to meet their individual needs and current interests. This helps to ensure that all children make good progress in their learning.

Children play well alongside the childminder and show an eagerness to be involved in activities she provides. They embrace all aspects of their play and explore the environment confidently. The childminder supports children's good behaviour as she role models positive language and actions. She also offers children gentle reminders of the rules, such as taking turns. This helps children to develop a secure understanding of respectful play.

The childminder places great emphasis on children developing a strong appreciation and understanding of themselves and respectfulness of others. She teaches children the importance of recognising and celebrating everybody's unique qualities and differences. For instance, the childminder teaches children about festivals and what they mean. This helps children to develop a greater understanding of their diverse community.

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

- The childminder observes and assesses children's development carefully. This helps her to identify their next steps in learning. However, she does not always organise the curriculum to maximise children's learning. At times, the curriculum does not challenge children to develop skills, such as building their confidence. This means children are not always given the opportunities to fully extend their learning and development.
- The childminder provides many opportunities to promote children's outdoor play and exploration. She offers children a wide range of resources that ignite their imagination and help them to gain an awareness of nature, such as autumn. For example, children delight as they collect leaves and petals from the garden and mix them together to make pretend potions in a cauldron. This also supports children's creativity.
- The childminder helps children to develop their knowledge of colours and textures through well-planned outdoor activities. She encourages children to look at patterns on leaves to help them recognise similarities and differences. The childminder also extends children's interest by encouraging them to mix colours to make leaf prints. Children benefit from lots of opportunities to learn about patterns around them, which supports their early mathematical

development.

- Partnership working is a high priority for the childminder and her co-childminder. They have built relationships with local park rangers in the community. This helps children to learn about the importance of caring for their environment. Regular visits to the local park and wooded area allow children to learn about recycling. For example, children pick up litter, which provides them with first-hand experiences of caring for their environment.
- The childminder and her co-childminder regularly review the quality of their provision. They actively reflect on the impact of the curriculum to support children's ongoing learning. The childminder also embraces training to support her in providing good-quality care for children. This has a positive impact on outcomes for children.
- The childminder supports the development of children's language and communication skills well. She narrates as children play, which generates lots of conversation from children. The childminder also introduces lots of new words, which extends children's vocabulary. For instance, as children play with the doctor's kit, they 'X-ray' the dolls and toy animals, declaring the toy animal has a broken arm. The childminder seizes the opportunity to introduce new words, such as 'fracture'. This helps children to develop their language and understanding.
- Children learn about the importance of daily routines. For example, they help the childminder to tidy away their toys and activities when lunch time is approaching. The childminder uses mealtimes to discuss important messages with children, such as eating five pieces of fruit and vegetables each day to maintain a healthy body.
- During transitions, such as preparing for lunchtime, children are sat for several minutes with nothing to stimulate them. During these times, children become a little disengaged, which does not fully enhance their learning.

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:

- organise the curriculum more effectively to maximise children's learning
- improve the organisation of transitions to keep children engaged.

Setting details

Unique reference number	EY136367
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10351126
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 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 October 2018

Information about this early years setting

The childminder registered in 2002 and lives in Halewood, Liverpool. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder works with her husband, who is a co-childminder.

Information about this inspection

Inspector
Shelley O'Brien

Inspection activities

- The inspector viewed the provision and discussed safety and suitability of the premises with the childminder.
- The childminder spoke to the inspector about their intentions for children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and childminder reviewed an activity together.
- The inspector took into account the written views of parents.

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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