

Childminder report

Inspection date: 22 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

Children are happy with this warm and friendly childminder. They are excited to arrive and are constantly engaged in learning through activities that interest them. Children enjoy plenty of time outdoors, exploring and being physically active. The childminder keeps children safe and healthy. They enjoy balanced meals and learn how to look after their teeth.

Children learn from an ambitious curriculum that gives them the skills they need to be successful in school. The childminder delivers this learning through a wide range of experiences, such as growing vegetables on the allotment, painting in the woods and playing in the garden. The childminder is adept at observing what children can do and supporting them to reach their next steps through engaging activities. Because of this, children make good progress in all areas.

The childminder has high expectations of children's behaviour. She helps them to understand their emotions with sensitive support and a range of strategies. Children show they feel secure with their childminder as they cuddle up to read stories and look to her for help to solve problems. Children of different ages enjoy playing together and are kind to each other.

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

- The childminder has developed an effectively planned and sequenced curriculum. For example, she prepares children for future writing by strengthening hand muscles using dough, jigsaws and small-world toys. As a result, children develop the skills and knowledge they need for future learning.
- In the main, the childminder provides effective support to develop children's speech and language. She models an ambitious vocabulary, which children then use. However, support for younger children is not always effective. For example, when young children do not understand requests, the childminder does not simplify her language or use nonverbal cues. This does not consistently support younger children to develop their understanding.
- The childminder plans activities that are based on children's specific needs and interests. For example, she uses her understanding of children's interest in things that rotate to encourage sensory play. Children roll balls down a gutter, observing how they splash into a tub of water. As a result, children are motivated to learn.
- The childminder introduces children to a wide range of books, songs and rhymes. She regularly reads stories in an engaging way, and children always want to hear more. They enjoy snuggling in and holding cuddly characters from the books and rhymes. Children are beginning to show a love of reading.
- The childminder provides a range of experiences that enrich the curriculum. At

the allotment, children discover that chickens love to eat dandelion leaves and spend an afternoon foraging. They perfect their 'snake' pose and meet new friends at a local yoga class. At a young age, the childminder supports them to understand their families, faiths and cultures. Children are beginning to learn about the world around them and where they fit in.

- The childminder supports children to develop confidence and resilience. For example, she praises them as they climb and explore outdoors safely. However, at mealtimes, the childminder does not consistently support children to develop independence according to the child's stage of development. Children sit in high chairs, drink from lidded cups and have all of their food prepared and served to them. As a result, children do not have consistent opportunities to develop independence at meal and snack times.
- The childminder nurtures effective relationships with parents. She helps parents to understand how young children learn and the progress they make. There is a two-way flow of information as the childminder and parents work towards common goals, such as the child jumping in their first muddy puddle. The childminder shares ideas, books and resources that are chosen to meet the child's needs. As a result, parents are able to continue children's learning at home.

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:

- implement plans to enhance practice to support children's speech and language development
- provide more opportunities for children to develop independence during mealtimes.

Setting details

Unique reference number	EY239298
Local authority	Liverpool
Inspection number	10359832
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	6
Number of children on roll	14
Date of previous inspection	5 December 2018

Information about this early years setting

The childminder registered in 2003 and lives in Aigburth, Liverpool. She operates term-time only, from 7am to 5.30pm, Monday to Friday. 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

Natalie Myatt

Inspection activities

- 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 communicated with the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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