

Childminder report

Inspection date: 28 January 2025

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and homely atmosphere in which she welcomes children and their families. She gathers information about each child's routines, interests and prior learning when they first begin to attend. The childminder uses this information effectively to adapt her provision in order to help ensure that all children's needs are met. For example, the childminder knows that children like to play with toy cars. She ensures that toy cars are available in the playroom on children's arrival. This helps children to settle quickly into her care.

The childminder has a good understanding of how young children develop and prefer to learn. She develops a personalised curriculum, based on each child's interests and her knowledge of what they need to learn next. The childminder knows the key skills and knowledge children must acquire and how to sequence children's learning. For example, She provides opportunities for young children to develop their hand muscles as they play with damp sand. They squeeze and mould the sand into bricks. The childminder knows that opportunities such as these help to strengthen children's hands in readiness for early writing.

The childminder implements clear and consistent boundaries for children's behaviour. She gently reminds children when some behaviour is not wanted. The childminder teaches children how their behaviour can impact others. She offers an abundance of praise for children's good behaviour and ensures that children understand why certain behaviour is celebrated. This helps children to develop a clear understanding of good behaviour. Children behave incredibly well.

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

- The childminder monitors the progress that children make. She swiftly identifies any gaps in children's learning and development. When required, the childminder works closely with parents to seek the support of outside agencies. This helps to ensure that children receive the support they may need to make continued good progress from their individual starting points.
- The childminder's curriculum has a clear focus on enhancing children's communication and language skills. The childminder talks to children as they play and narrates what she observes them doing. Furthermore, the childminder makes effective use of her conversations with children to introduce new and interesting words. For example, while playing with toys in the sand, the childminder introduces the word 'excavator' when describing different toy vehicles. This helps to build on children's developing vocabulary.
- The childminder asks questions as children play in order to help extend their knowledge and understanding. However, she is sometimes so eager for children to do well, that on occasion, she does not give them time to think, respond and

demonstrate their understanding before she offers her support. On these occasions, children's learning is not built upon as precisely as possible.

- Children's health and overall well-being is effectively supported. The childminder encourages children to request a tissue and blow their own noses. She reminds them to cover their mouths while coughing, explaining that it helps to prevent the spread of germs. The childminder offers a wide range of healthy and nutritious meals and snacks. She discusses the importance of eating and healthy, balanced diet. Children develop their understanding of the importance of leading a healthy lifestyle.
- Partnerships with parents are strong. Parents speak incredibly highly of the childminder and refer to her as 'part of the family'. The childminder shares regular updates about each child's progress with their parents. Parents value the advice, support and activity ideas that the childminder provides. This helps parents to contribute to their child's learning at home and promotes a consistent approach to children's learning and development.
- The childminder keeps herself up to date on changes to legislation and requirements. She is reflective of her practice and targets various professional development opportunities to improve her knowledge further. For example, the childminder has recently conducted her own research on how best to support children's communication skills. Furthermore, she meets with other childminder's regularly and shares her knowledge and ideas.

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:

- consistently give children time to think and share their knowledge and understanding so that their learning can be built upon even more precisely.

Setting details

Unique reference number	EY251030
Local authority	Liverpool
Inspection number	10363860
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	2 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 January 2019

Information about this early years setting

The childminder registered in 2003 and lives in Walton, Liverpool. The provision operates Monday to Friday from 8am until 5.30pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Denise Farrington

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 curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children communicate with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to a number of parents on the telephone during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key document 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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