

Childminder report

Inspection date: 14 February 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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the childminder's nurturing home with excitement. They settle quickly and join in activities with their friends. The childminder offers supportive communication with parents, which allows her to find out important updates about children. She greets children with a smile and chats to them about what they would like to do. This helps them feel valued and safe.

Children develop their social skills in the childminder's home. The childminder teaches them how to share resources and take turns. Children join in with activities and events with other childminding groups. They develop friendships with other children and adults. This helps them to learn about other people and communities.

The childminder carries out risk assessments that help to keep children safe. She teaches them how to travel safely near roads. Children learn about people that can help them to cross roads safely. They enjoy travelling through the local parks and woodlands. Children explore the leaves and pine cones and discover how the environment changes through the seasons. They talk to the childminder about what they see. Children notice images of wildlife on the wall in the childminder's home. The childminder talks to them about the features of an owl and the noise that it makes.

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

- The childminder is confident about delivering a curriculum that encourages children to make choices about their learning. Children choose what they would like to play with in the childminder's home, and she joins them at their activities. They choose their favourite dinosaurs and take them to different areas, for instance to make cups of tea in the role play kitchen. However, children are not always fully supported to focus during activities. This means that they do not always engage in activities for extended periods where they can practise and master their skills.
- The childminder appropriately assesses children's speech and language development. She is passionate about delivering a communication-rich environment to support the development of children's vocabulary. She listens to children and repeats language clearly. Children make good progress with their communication development. They enjoy joining in with stories and rhymes. They sit with the childminder as she reads stories. Children help to turn the pages and name the animals that they can see.
- Children enjoy exploring with mark-making tools. They make large and small marks using coloured pencils and stampers. They hold tools confidently and develop strength in their hands. The childminder talks to children about the colours that they are using. She praises children as they name the correct colour.

The childminder uses observation and discussion to assess children's knowledge of colours. However, she does not always recognise how to extend children's learning and take it to the next level.

- The childminder has developed positive partnerships with parents. She communicates effectively and shares relevant information about children's daily activities and routines. Parents are aware of some of their children's next steps. They share their pride in the progress that their children make. For instance, parents describe the repertoire of songs and actions that children learn with the childminder.
- Children learn about good hygiene by washing their hands after nappy changes and before eating. They sit with their friends and enjoy healthy mealtimes. Children practise peeling their own fruit and confidently feed themselves. The childminder recognises when children are tired and settles them down for sleep. She understands the importance of safe sleep routines and checks on children regularly.
- The childminder has positive partnerships with the local settings that children attend. She shares her knowledge of the children that she cares for so that children receive smooth transitions. The childminder works closely with her network of fellow childminders and shares practice with others. This helps her to discuss and develop new ideas to support children's learning.
- The childminder is proud of the nurturing setting that she has created and has positive visions for the future. She attends appropriate training and conducts research to support her understanding of how children can learn through play. The childminder has a robust knowledge of the signs and symptoms of abuse and how to report any concerns swiftly.

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:

- support children to develop their concentration for extended periods to enable them to practise and master new skills
- strengthen knowledge of how to adapt teaching so that children's learning is taken to the next level.

Setting details

Unique reference number	EY281678
Local authority	Wirral
Inspection number	10368386
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 1
Total number of places	6
Number of children on roll	12
Date of previous inspection	19 March 2019

Information about this early years setting

The childminder registered in 2004 and lives in Greasby, Merseyside. She operates from Monday to Friday, 8am to 5.30pm, all year round except for bank holidays and family holidays. She offers funded early education places for children aged from nine months.

Information about this inspection

Inspector

Ali Myers

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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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