

Childminder report

Inspection date: 30 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 creates a warm and welcoming family environment. Children build strong bonds with the childminder and thrive in her warm, nurturing care. They demonstrate that they feel happy and safe, and engage in meaningful learning during the day. Children demonstrate a positive attitude to learning. They remember to take turns and play well together. The childminder models positive behaviour. She sets clear boundaries to help children develop good manners. This leads to children forming secure attachments with the childminder, which contributes to their emotional well-being. Children's behaviour is good.

The childminder tailors the curriculum to meet the needs and interests of individual children. She knows the children in her care very well and can confidently talk about what makes each child unique. All children, including those with special educational needs and/or disabilities, make good progress. All children are well prepared for their next stage of learning.

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

- The childminder wants all children to engage in the planned activities and encourages them to join in. However, at times, through her excitement, she interrupts their chosen play. For example, as some children role play doctors with the dolls, the childminder starts story time and asks all children to join in. Although the children start to listen to the story, they disengage and return to playing with the dolls. This does not always allow the children time to follow their interests or make choices for themselves.
- Overall, children's language and communication is supported well. Children sing often and have favourite songs. For example, they excitedly sing along after asking the childminder to put on their favourite action song. However, at times, the childminder asks children questions without giving them the time they need to think or problem-solve and respond. This does not consistently support children's early communication skills and problem-solving.
- The curriculum for mathematics is very well thought out by the childminder. She incorporates opportunities for children to develop their mathematical awareness into daily activities. As children play, the childminder builds on children's knowledge of numbers through counting, addition and subtraction, for example, as children enjoy adding ingredients to their mixture. The childminder pauses at the number six and asks children to work out how many more spoons they need to make eight. Children's mathematical thinking skills are developing well.
- The childminder promotes children's good health and well-being. She ensures that they receive healthy snacks and drinks. She also ensures that children have rest and quiet times during the day when needed. Furthermore, children have various opportunities to be out in the fresh air. Children are developing their

large muscles as they ride scooters in the garden. All children are developing an understanding of healthy lifestyle habits.

- Children enjoy learning about the natural world and how to take care of living things. For example, children enjoy walking the childminder's pet dog. The childminder teaches children about how to approach dogs and to be respectful to them. Furthermore, children delight when they find a snail in the garden, discussing the snail's shell. The childminder enhances children's knowledge as she explains snails use the shell to keep safe from predators. This supports children to develop an understanding of the world around them.
- There are strong partnerships with parents, and the childminder works closely with them. The childminder offers daily feedback about children's care and learning experiences. They comment positively about their children's activities, experiences and the progress they make with the childminder. In addition, she encourages parents to provide information about children's time at home. This helps her to build on her understanding of their needs.
- The childminder reflects on her own practice. She is committed to her own professional development and completes regular training. The childminder shares good practice and gains new ideas from other childminders that she meets at organised groups. She uses her learning to continue to improve the quality of education that she provides.

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:

- review the timing of adult-led activities to ensure that children do not become distracted and are able to become more engaged in their learning
- improve questioning techniques so that children have time to think and respond to questions to further support their early communication skills and problem-solving abilities.

Setting details

Unique reference number	EY285133
Local authority	Wirral
Inspection number	10355404
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	0 to 4
Total number of places	12
Number of children on roll	3
Date of previous inspection	28 November 2018

Information about this early years setting

The childminder registered in 2004 and lives in Upton, Wirral. She operates from 8am to 6pm, Monday to Wednesday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector spoke to the children at appropriate times during the inspection.
- The inspector viewed written testimonials from parents and took account of their views.
- The inspector observed the children's play and carried out a joint observation with the childminder.

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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