

Childminder report

Inspection date: 8 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a loving and homely environment. Children arrive happy and confidently separate from their parents. They regularly give the childminder cuddles and seek reassurance from her when needed. For example, when children accidentally fall, the childminder quickly comforts them until they feel settled and ready to play. This demonstrates that children feel safe and secure during their time at this nurturing setting.

The childminder is a positive role model. She consistently supports children to use good manners and speak kindly to each other. For example, children say 'thank you' to their peers when they are given their snacks and water bottles. Any minor disputes are swiftly resolved as children are taught to be tolerant of each other, while taking turns and sharing resources. The childminder helps children to form caring friendships with their peers. Consequently, children's behaviour is good.

The childminder has developed an ambitious curriculum, and children demonstrate positive attitudes to learning. For example, the childminder provides children with tools to dig small plastic animals out of blocks of ice. She encourages and praises children as they keep trying and successfully break the ice. Children show perseverance and delight when they finally free the animals. This helps to promote resilience and a 'can-do' attitude.

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

- The childminder creates a well-balanced curriculum that is based around what children already know and what they need to learn next. The well-resourced playroom and range of activities that are based on children's current interests ensure that they are motivated to learn. The childminder skilfully adapts activities to include children's next steps in learning. For example, younger children learn and explore textures in sensory play, while older children learn new vocabulary such as 'hard' and 'soft'. This means that children continually make good progress as they build on their skills and knowledge over time.
- The childminder provides lots of opportunities for children to develop their communication and language skills. They eagerly ask the childminder to read them stories and choose familiar books. For example, children pick a story sack from the shelf and hand out the masks. They act out the story of 'The Gingerbread Man' with their peers. This supports children's early language and literacy skills as they recall the story and join in with repeated words and familiar phrases.
- Partnerships with parents are strong. Parents are extremely happy with the care that is provided and feel their children are happy, safe and secure during their time with the childminder. The childminder gives parents daily updates about

what their children have been doing during the day. She gives them ideas about how they can support their learning at home. For example, the childminder talks to parents about how they can develop their children's independent skills, which, in turn, helps them to be prepared for their next stage of learning.

- The childminder provides a range of nutritious snacks and meals. For example, children enjoy toast and fresh fruit at snack time. They have access to fresh water in their cups throughout the day. This helps children to learn about healthy life choices.
- The childminder provides children with a range of learning experiences outside of the setting. They go on regular trips to parks, playgrounds and local museums. This enriches their learning as they gain real life experiences. For example, children play with toy dinosaurs in the setting and recall their trip to the museum to see the dinosaur bones.
- The childminder provides a range of stimulating activities for children. For example, children use dough to make snowmen and press in sticks and buttons. However, they are quickly given more resources. This means children are not always given enough time to explore the activity fully before they are introduced to further resources and activities. As a result, on some occasions, children are not developing their critical thinking and problem-solving skills to the highest level.
- Professional development is held in high regard. The childminder engages with regular visits and training that is provided by the local authority. For example, the childminder attended regular story time sessions with the children to help support their communication and language skills. The childminder has links with other childminders, who regularly meet up with each other to share ideas for activities. This helps the childminder to continually provide quality care and education.

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:

- allow more time for children to process and think through their ideas during adult-led activities.

Setting details

Unique reference number	EY303536
Local authority	Liverpool
Inspection number	10367382
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	11
Date of previous inspection	6 February 2019

Information about this early years setting

The childminder registered in 2005 and lives in Huyton, Liverpool. She operates from 7.30am to 5.30pm Monday to Friday, all year round, excluding family holidays. Her setting is open only on Fridays for children attending before school provision. The childminder holds an appropriate qualification at level 3. The childminder provides government funded childcare.

Information about this inspection

Inspector

Janine Tours

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and discussed the children's progress with the childminder.
- The inspector spoke to parents and took account of written feedback.
- The childminder and the inspector carried out a joint observation.
- The childminder shared a range of documentation, including paediatric first-aid qualification and evidence of a range of training.

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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