

# Childminder report

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Inspection date: 18 September 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder is warm and caring with children. She observes children carefully and recognises when they need emotional support. She gives children cuddles and reassurance when they need it. Children are happy, demonstrate confidence and settle easily into the childminder's care. The childminder gives children lots of praise and encourages them to explore, helping them to develop positive attitudes to learning. The children are curious, inquisitive and investigate a range of activities that interest them. They enjoy playing in the sand, where they fill buckets up and they take pleasure splashing in the water.

The childminder has high expectations of children. She supports them to develop a love of books, introducing lots of different concepts. Children enjoy stories and learn about diversity and difference. This helps develop children's understanding of friendship and acceptance. Children are supported well by the childminder to develop their understanding of how they should behave. She role models to children how to use equipment and consistently reinforces the rules in a calm and kind way. Children know what is expected from them. The childminder provides children with a good range of experiences. This helps children make good progress in their learning and development.

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

- The childminder supports children's communication and language skills effectively. She introduces new words to children, such as 'fierce' and 'shiny', and she gives them explanations about the things they are doing. This helps children to develop a good level of understanding.
- The childminder provides a range of experiences to develop children's physical skills. She helps children use a golf club to hit a ball and use glue sticks to glue materials onto paper. This helps children develop control in their physical abilities.
- The childminder supports children in their personal, social and emotional development. She encourages children to give each other hugs and shows them how to care for each other. This helps children to build good relationships with others and supports them in knowing how to interact.
- The childminder has created a good educational programme to teach children about the world around them. They go on lots of trips and outings, such as to the safari park and fire station. This supports children in learning about animals and people who help them.
- The childminder does not engage regularly with training and professional development. This means she has not identified all the areas where she needs to improve. For example, she sometimes asks children questions and answers them quickly, not giving children enough time to respond, and she occasionally

undertakes tasks for them that they are capable of doing for themselves. This means she does not always have the highest standards of teaching and children do not make optimal progress in their learning and development.

- The childminder helps children to develop their mathematical knowledge. She plays alongside children and counts bricks as they build towers together. This supports children to develop their number awareness.
- The childminder teaches children about healthy lifestyles. Children play in the pretend kitchen and the childminder talks to them about the healthy foods they are playing with. This helps children to understand about different types of food.
- The childminder has built good partnerships with parents. She talks with parents about children's development and the things they like to do, so that they can continue learning at home. After a visit to the fire station, the childminder supported parents to build fire engines with their children out of cardboard boxes. This helps children to benefit from a consistent approach.
- The childminder encourages children to use their imagination. Children enjoy pretending to make ice creams and imagine that they are adding sauce. This helps to extend children's creativity.

## **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:**

- engage in training opportunities in order to identify weaknesses in practice and improve teaching skills further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY306017                                                                          |
| <b>Local authority</b>                             | Liverpool                                                                         |
| <b>Inspection number</b>                           | 10351110                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 2                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | 8 October 2018                                                                    |

## Information about this early years setting

The childminder registered in 2005 and operates from 8am to 4pm, all year round, with the exception of family holidays.

## Information about this inspection

### Inspector

Joanne Ryan

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- 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 spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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