

Childminder report

Inspection date: 31 March 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 home-from-home environment, where children arrive happy and ready to start their day. Children confidently explore the environment. They demonstrate they feel safe and secure as they build up positive relationships with the childminder. Children enjoy their time and thrive in the warm and stimulating environment that the childminder creates.

The childminder knows children well and plans an ambitious curriculum to ensure that all children make good progress from their starting points in development. She follows children's interests and plans a range of activities to extend their learning. For example, children begin to develop an understanding of mathematical concepts as they group pretend dinosaurs based on size. Children have many opportunities to take part in outdoor learning, which the childminder uses to support their physical development well. The childminder's curriculum supports children to gain the necessary skills for their next stage in learning.

Children behave well. The childminder has high expectations for children's positive behaviour and acts as a positive role model. She uses positive reinforcement to praise children for following embedded routines and expectations. For instance, the childminder encourages children to actively help with tidying up the toys when they have finished playing. She supports children's early literacy skills well. During story time, the childminder stops at different intervals and asks children questions to check their understanding.

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

- The childminder plans a curriculum that incorporates a range of activities and learning experiences based around the different seasons, celebrations and festivals, while building on children's emerging interests. For example, she incorporates dinosaurs into daily activities after a recent visit to a dinosaur museum. This helps children to remain deeply engaged in what they do. As a result, all children make good progress.
- Children learn about a range of festivals and celebrations, including the similarities and differences of cultures and faiths different to their own. For instance, the childminder uses National Braille Day to introduce different sensory experiences for children. This contributes towards children valuing differences in themselves and others.
- The childminder supports children's independence skills well. For example, she encourages children to attend to their own personal care needs. Children confidently wash their hands by themselves in preparation for mealtimes. This helps children be aware of how to live healthy lifestyles from a young age.
- Overall, the childminder supports children's communication and language

development well. She reads stories of interest and encourages children to join in with familiar songs. Younger children babble and learn to join in during familiar songs. However, on occasion, the childminder does not allow enough time for children to think and respond to further enhance their language skills. As a result, children do not benefit from opportunities to think more deeply, test their own ideas and address any problems on their own.

- The childminder encourages children to develop a love of reading. She makes books readily available and easily accessible to children. The childminder encourages children to use books to support their understanding of feelings and emotions. For example, older children listen to a story of a dinosaur going to school as they prepare for their own transition to school. This supports children to develop good early literacy skills.
- Children develop social skills and learn about their local community as the childminder incorporates regular outings and activities outside the home. They regularly visit local parks, the petting farm and local beaches. Children join in activities with other childminders and their minded children. These experiences help children to form positive friendships and play cooperatively together.
- The childminder recognises the importance of working in partnership with other settings children attend. She maintains contact and shares information with other settings that children attend. This helps the childminder to plan learning opportunities effectively, which contributes to the continuity of children's care and education.
- The childminder continually strives to improve her knowledge. She carefully plans training that will support children and the development of her setting. For instance, the childminder has recently attended training on how to implement a climate action plan. As a result, the childminder makes careful considerations when purchasing new resources, and she encourages the use of lending libraries and book swaps. Children learn to put litter in the bin and about the importance of recycling.

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 critical thinking and problem-solving skills even further.

Setting details

Unique reference number	EY336796
Local authority	Sefton
Inspection number	10367983
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	7
Date of previous inspection	5 March 2019

Information about this early years setting

The childminder registered in 2006 and lives in the Sefton area of Liverpool. She operates all year round, from 7.30am to 6pm, Monday to Friday. The childminder provides government funded childcare.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents and carers shared their views of the setting with the inspector through written feedback.
- 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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