

Childminder report

Inspection date: 16 June 2022

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	Met
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What is it like to attend this early years setting?

The provision is good

Children develop good bonds and settle quickly with the childminder. They are excited to enter the homely environment and are comfortable in their surroundings. Children confidently run to join their friends and begin to play happily. They particularly enjoy role play games with one another, using their imagination skills. Children jump and balance expertly on outdoor resources, using positive 'I can' language as they challenge themselves. They continue developing their imagination skills when using animated voices as they pretend to be characters from familiar films. When children want to play with the same item they respond well to suggestions from the childminder. This helps children to develop good levels of confidence and self-assurance.

Children happily choose from a variety of activities and confidently move around the setting. For example, children engage in dough play using rolling pins and cutters. They know they have created a thin elephant and a thick lion. Children are motivated to learn and show enjoyment while playing.

Children benefit from opportunities to socialise with new people. They experience an abundance of outings in the community, such as trips to the beach, local parks and the library, where they enjoy a wide range of stories together. These experiences help to support children's social skills and their understanding of the world around them.

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

- The childminder interacts with children well. She sensitively joins in with their play and ensures that children are engaged and interested throughout the activities she provides. Children are encouraged to investigate and explore some mathematical and scientific concepts. They work out how to help toy animals escape from ice. Children use their own ideas to melt or smash the frozen blocks. However, at times, the childminder does not give children enough opportunities to work things out for themselves. For example, when children identify that the toys are still stuck, the childminder quickly gets them more warm water. Therefore, children do not always find their own solutions and extend their problem-solving skills.
- Children are encouraged to develop their literacy skills. The childminder encourages children to use ink pens in the garden to make marks on the large paper. The childminder encourages their use of language. However, she occasionally asks children questions and does not give them enough time to think and respond. As a result, children sometimes struggle to understand and do not answer the question.
- The childminder takes time to get to know each child well. She gathers

information from parents about their children's likes and abilities before they start. Children's emotional well-being is well supported through the settling-in sessions. The childminder observes children and gets to know them individually to enable her to plan for their next steps in learning.

- Parents have good relationships with the childminder. They are happy with the wide range of experiences the childminder provides for their children and the progress they make while in her care.
- Children's health and well-being are promoted well. Children learn about good hygiene routines as the childminder regularly reminds them to wash their hands and wipe their noses. Children gain experience of healthy food choices. They try new vegetables and the childminder encourages a selection of fruit on offer at snack time. Children regularly drink water throughout the day. Consideration is given to children's individual preferences and dietary needs.
- The childminder evaluates and changes her setting well to accommodate the changing needs of children. For example, the childminder has created quiet areas in all rooms where younger children can go to rest. Children look at books and are comfy sitting among the soft resources. This helps them to remain calm during the day and regulate their emotions.
- Partnership working with other providers is effective. The childminder exchanges information about the children in her care with other providers. This helps children receive consistent support for their needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding issues. She understands the procedures to follow in line with her local authority to report child protection concerns. The childminder has made herself aware of issues that are becoming more common in her local area, such as county lines and online risks to children. She can identify potential signs and symptoms of abuse. The childminder maintains a safe and secure home for children to access. She removes any emerging risks and ensures that children are kept safe on outings. The childminder updates her mandatory paediatric first-aid qualification.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide more challenging opportunities for children to problem-solve and extend their critical-thinking skills even further
- allow children more thinking time to process and answer questions.

Setting details

Unique reference number	EY346679
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10132553
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	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 October 2015

Information about this early years setting

The childminder registered in 2007. She lives in Liverpool. The childminder operates all year round, from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays. She offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about their intentions for children's learning and the curriculum being offered.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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