

Childminder report

Inspection date: 9 May 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 offers a calm, home-from-home environment for children. She provides an array of activities and opportunities for children and has a wealth of resources for them to access independently. Young children enjoy sensory play, where they can explore water and foam. They take part in story time and have access to a range of books, songs and rhymes. Children develop a love of reading. The childminder ensures that all experiences are learning opportunities by engaging, interacting and talking to the children to enhance their learning and development. This is regardless of whether they are adult-led or child-initiated. The childminder incorporates these high-quality interactions and responses into every part of the children's day. Children continuously learn and develop.

The childminder has high expectations for children's behaviour. She encourages manners and respect, modelling praise, encouragement and positive interactions between the children. The childminder teaches the children about cultures, religions and festivals other than their own, such as Chinese New Year and Diwali. Children learn about Christmas, Mother's Day and Father's Day, and the childminder provides books, toys, food and resources to help raise their awareness of the world around them. The childminder takes the children on visits within the community. They go to the local library and parks and take trips on the bus or train. Children become aware of the local area and develop their sense of identity.

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

- The childminder implements an ambitious curriculum, with children's interests and development at its heart. She meets with parents on entry to establish children's starting points. The childminder uses this, alongside her own observations and assessments of children, to plan meaningful opportunities to encourage their development and learning. Children all make good progress.
- The childminder demonstrates an effective mixture of open-ended questioning and narrative to their play. Children have ample opportunities to talk, listen, hear words and learn new vocabulary. She repeats back single words that younger children say and extends them into a full sentence. The provider also encourages listening games where children identify sounds in the environment. The childminder plans her curriculum to help promote children's communication and language skills.
- The childminder finds out about children's dietary requirements and allergies on entry. She uses this information to ensure that children do not eat contaminated food and are kept safe from allergens as far as possible. She keeps in regular contact with parents to ensure that she is up to date on the progress and treatment of any dietary and/or allergies to ensure that children's individual needs are met.

- The childminder promotes high levels of independence, even in the youngest of children. She supports children to get their own water from the outdoor tap for water play and helps them to prepare their own snack and set the table. The childminder encourages children to take ownership of certain roles. Children learn autonomy and self-confidence, as well as celebrating their growing abilities and skills.
- The childminder communicates regularly with parents to inform them of children's progress and share information on their learning and how they can help extend this. She builds positive and trusting relationships between herself and the parents, where she can offer support with issues such as toilet training and behaviour. Children receive a coordinated approach to important aspects of development, and parents feel fully involved in their child's learning.
- The childminder has started to build relationships with other early years settings the children attend. However, she has not yet fully established an effective two-way flow of information. Children's learning, developmental concerns and progression are not shared between the settings. Children's learning and development are not always fully coordinated.
- The childminder keeps all her mandatory training current. She seeks support from the early years team at the local authority and regularly attends network meetings to keep abreast of changes in the field. The childminder carries out her own research on changes in early years education and learning. She accesses online training and webinars to continually improve her professional development. The childminder maintains a high standard of teaching and learning for all children.

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:

- develop effective partnership working with other settings that children attend, in order to promote more continuity in children's learning.

Setting details

Unique reference number	EY357830
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10335739
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 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 June 2018

Information about this early years setting

The childminder registered in 2007 and lives in Prescot, Merseyside. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a National Vocational Qualification in Childcare and Education at Level 3.

Information about this inspection

Inspector
Michelle Highcock

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 provider and has taken that into account in their evaluation of the provider.
- 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.
- 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 inspector observed the interactions between the childminder and the children.
- 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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