

Childminder report

Inspection date: 28 November 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 children are extremely happy and thrive in the childminder's care. The nurturing childminder creates a warm and welcoming home-from-home environment in which children settle quickly and feel confident. Children demonstrate that they feel safe by moving independently around her home.

The childminder constructs a well-sequenced and ambitious curriculum that supports the needs and interests of individual children. She knows the children in her care very well and can confidently talk about what makes each child unique. The childminder skilfully encourages children to lead their own learning, which helps them to be engaged and active learners. Children are motivated and eagerly explore the resources that are available to them. All children make good progress and are well prepared for their next stage of learning.

Children are polite, kind and show concern for others. The childminder praises children's achievements and encourages them to use good manners. She has high expectations for children's behaviour and gently reminds them about the importance of sharing and taking turns. As a result, children behave well and understand the childminder's expectations. Children have access to a large outdoor space. The childminder regularly plans trips in the local community, such as to the park and play centres, which helps support children's physical skills.

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

- The childminder helps children to develop their communication and language skills. Children are given opportunities to learn new vocabulary. For example, children are encouraged to create their own 'spikey hedgehog' using the 'crunchy leaves' they have collected on their autumn walk. However, at times, the childminder asks a lot of questions without always giving children the chance to think and respond. This prevents children from fully exploring their own ideas for themselves.
- Children are developing good self-care skills. The childminder teaches them the importance of washing hands before mealtimes. Children know to wash away any germs before handling food. The childminder provides healthy meals and teaches children to safely chop up and wash their own fruit and vegetables at snack time. This supports children to be aware of how to live healthy lifestyles from a young age.
- The childminder keeps children safe in the setting. She ensures that children are confident to explore, carrying out risk assessments in the setting and on trips out. There are appropriate systems in place to record and monitor any accidents or injuries. The childminder helps children to understand risks in the environment and how to keep themselves safe. For example, she talks about the

risk of slipping on the ice on the decking. As a result, children know how to keep themselves safe.

- The childminder offers children activities that capture their interest and build on what they have already learned. She reads stories such as 'Getting Ready for Autumn' to children to spark meaningful discussions about the changes in the seasons. However, during some adult-led activities, the childminder does not consider the distractions in the environment. This occasionally causes children to lose focus and impacts their learning experience.
- Children have regular opportunities to socialise in larger groups, which helps to support their social development. The childminder regularly meets with other childminders and takes children to the local park, woodlands and soft-play centres. The childminder uses these opportunities to support children's social skills and to build their confidence in larger groups. Children learn to show kindness as they play together.
- The childminder is enthusiastic and passionate about her role. She undertakes training to ensure she remains knowledgeable and up to date. She has recently attended training to support children with special educational needs and/or disabilities. The childminder reflects on her practice to identify areas for further development. This ongoing professional development helps to ensure that her practice evolves to meet the needs of all children.
- The childminder builds positive relationships with parents. She provides regular updates on children's development through daily face-to-face and electronic communication. Parents comment that they are happy with the caring childminder and feel their children are making good progress. The childminder supports parents to help their children to learn at home, for example by sharing toilet training advice. Children make good progress in their learning.

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 children more time to think and respond to questions to support their thinking skills further
- review the organisation of some activities to enable children to remain focused and engaged in their learning.

Setting details

Unique reference number	EY361610
Local authority	Sefton
Inspection number	10359898
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	10 December 2018

Information about this early years setting

The childminder registered in 2007 and lives in Litherland, Liverpool. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The inspector and the childminder completed a learning walk and discussed the provision and the curriculum.
- The childminder spoke to the inspector about her intentions for the children's learning.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of teaching during play and assessed the impact this has on children's learning.
- 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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