

Childminder report

Inspection date: 16 January 2023

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

Children are happy and settled in the care of this childminder. She understands their verbal and non-verbal gestures and vocalisations, such as when children rub their eyes and suck their thumb when they are sleepy. This enables her to respond sensitively to their needs, interests and wishes. The childminder identifies children's achievements. This helps her to plan opportunities which further their learning and development. For example, she offers role-play toys to support a child who has recently been to hospital. Therefore, the children engage with activities that sustain their attention and challenge their learning.

The childminder encourages the children to be independent. They take their own dishes to the sink when they have finished their snack and help at tidy-up time. The childminder instils positive values and respect by encouraging children to share and take turns. She reminds children to say 'please' and 'thank you'. The childminder works closely with parents to encourage positive behaviour. The children learn to talk about their feelings and discuss their emotions. The childminder tailors her routine to provide holistic activities which will primarily focus on children's personal, social and emotional development. For example, she regularly takes the children to groups where they can socialise with other children.

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

- The childminder has clear learning intentions for children. She uses effective systems to assess and track children's learning and development. This enables her to identify areas in which children need further support and plan accordingly so that children make continuous progress.
- The childminder carefully plans activities that meet the individual needs and interests of the children. She ensures that the activities are well planned and considers the needs of all of the children, despite their various ages and stages of development. For example, the childminder makes edible play dough so that it is safe for mouthing babies. Therefore, all children are engaged and involved in the activities.
- Children enjoy story time with the childminder. They sit together and have cuddles while sharing their favourite books. Children fill in the blanks in familiar stories. The childminder supports children's developing language and vocabulary. For example, when younger children say 'quack', the childminder extends their language and says, 'That's right, it's a duck.' Consequently, children develop their speaking and listening skills.
- Children learn important mathematical concepts through everyday activities. For example, when reading the story 'Oh Dear', the childminder encourages the children to count and to talk about the size, shape and colour of the eggs. Therefore, children become interested in problem-solving and reasoning in a

natural way. This will improve their mathematical development as they prepare for school.

- Children celebrate festivals which are important to them, such as Chinese New Year. The childminder celebrates children's individual achievements and milestones. They celebrate each other's birthdays with a cake and a little party. The children enjoy making a shopping list and going to the shop for ingredients to make pizza. Consequently, children learn about the local community and the wider world around them.
- Parents are happy with the care provided by this experienced childminder. They complete detailed documentation to ensure that the childminder fully understands their child before they start. The childminder keeps parents up to date with their child's learning and suggests activities they can do to continue children's learning at home.
- The childminder evaluates her own practice continually to make improvements which will benefit the children. She seeks advice where needed from other childminders in the area and uses this to inform and improve her practice. The childminder attends mandatory training to update her knowledge on paediatric first aid and safeguarding. However, she does not follow or implement a programme of professional development. As a result, children do not receive the highest quality of education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding procedures and the signs and symptoms of abuse. She knows her responsibilities in keeping children safe and what to do should she have any concerns. The premises are clean and tidy. Toys and resources are in good working order and suitable for the children using them. The childminder uses edible materials when making messy crafts for the children. Although she does not allow children to eat the materials, they are suitable for children who are mouthing. Children learn about the importance of good hygiene practices and how to prevent germs from spreading.

What does the setting need to do to improve?

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

- explore training opportunities to further raise the quality of children's learning and development.

Setting details

Unique reference number	EY388196
Local authority	Wirral
Inspection number	10265263
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	31 May 2017

Information about this early years setting

The childminder registered in 2009 and lives in Birkenhead. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact 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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