

Childminder report

Inspection date: 16 July 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

Children thoroughly enjoy their time with the childminder. The childminder nurtures children and greets them with a warm smile as soon as they arrive. She prioritises children's happiness above anything else. Children are happy because they are safe and have such close bonds with the childminder and her family. The childminder's view that 'happy children are those that learn' is embedded in her practice. As a result, she ensures that children are extremely settled and feel at home from the onset. The childminder provides consistent routines, which helps children to know what to expect on each day.

The childminder places a strong emphasis on supporting children's communication and language. She makes a story come alive and appeal to all the children in her home. She engages babies and older children by using imaginative ways to involve everyone. The childminder's use of language adds to the budding speech that the youngest children are using. She skilfully enhances the vocabulary of the fluent talkers by introducing words in the correct context. The childminder encourages the children to be respectful of each other. She does this in a way that does not discourage their strong personalities. Her tone is firm while her negotiation skills are fair and nurturing. Consequently, children are very well behaved.

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

- The childminder provides a language-rich environment for the children. She uses open-ended questions to encourage as much talk as possible. As a result, children, including toddlers, are talking in coherent sentences.
- Children gain an understanding of diversity by real-life experiences. They meet adults and children of all ages in their community as they take part in their regular community groups and activities. The childminder uses these opportunities to teach children about similarities and differences. For example, children know that some people need wheelchairs or extra support to help with their mobility or impairments.
- The childminder teaches children about cultures different to their own. For example, they visit Chinatown during Chinese New Year, to help broaden their understanding of how other cultures celebrate festivals important to them.
- The childminder nurtures all children's confidence. She gives them roles to make them feel important. This builds children's self-esteem because they know the childminder can rely on them to carry out these important tasks. The childminder's skilful approach encourages children to cooperate and develop a 'can-do' attitude.
- The childminder provides meaningful activities that encourage children to understand risks. For example, as children use knives to cut their fruit, the childminder models how to hold the knife safely. She then lets children try on

their own. This also builds children's self-care skills and helps them to develop their hand-eye coordination.

- Children practise recall skills by remembering the sequence of familiar stories. For example, children have great fun finding and counting foods from their favourite story about a hungry caterpillar. This helps children with memory mastery as well as giving them opportunities to practise their counting.
- Parents are overwhelmingly positive about the care and reassurance the childminder provides. The childminder works closely with parents to ensure the children, including those with additional needs, settle quickly and remain happy. This results in those with extra challenges making more than expected progress.
- The childminder extends her professional development to help meet the needs of all children in her care. Recent knowledge from training has helped the childminder to identify developmental delay in a timely manner. The childminder is also trained to sign language, which means she can further aid children's communication, if needed.
- The childminder has a special way of celebrating each child's uniqueness. She knows their personalities incredibly well and ensures that all children are involved in planning the activities. The childminder's skilful approach means that all children have a voice as they make a tent for their pretend dinosaurs.
- At times, the curriculum is not coherently planned and sequenced to build on children's capabilities. For example, some activities do not focus on what children need to learn next. Although children enjoy the activities provided, their learning is not always maximised.

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:

- focus more sharply on providing a curriculum that is consistently sequenced to help maximise children's learning.

Setting details

Unique reference number	EY396738
Local authority	Liverpool
Inspection number	10347021
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 August 2018

Information about this early years setting

The childminder registered in 2009 and lives in West Derby, Liverpool. She operates all year round from 7.30am to 5.30pm, Monday to Thursday except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Barnes

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 childminder.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum and what she wants the children to learn.
- The childminder showed the inspector relevant documentation during the inspection.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to children to find out about their time at the setting.

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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