

Childminder report

Inspection date: 12 February 2025

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 form strong bonds with this kind and caring childminder. They are happy and settled. Children regularly seek the childminder out for comfort when needed. The childminder creates a daily routine that children understand and helps them to know what is going to happen next. For example, children know that after they have their lunch, it is time for a sleep. They happily snuggle on the childminder's knee as they share stories before they sleep. This shows children feel safe and secure during their time with the childminder.

The childminder has created a well-balanced curriculum. She plans activities and everyday experiences to build on children's skills over time. The childminder takes children on regular visits to a local park. These give children an opportunity to be physically active. Children climb on tree trunks, play in muddy puddles and watch wildlife. The childminder and children see familiar adults at the park from different generations, who they get to know. This helps children to develop a sense of community and belonging as they socialise with others on their daily walks with the childminder.

The childminder has high expectations for children's behaviour. She rectifies any minor disputes quickly and skilfully explains to children why they need to use 'kind hands' and share. Children have impeccable manners as they instinctively say 'please' and 'thank you'. Children confidently ask for what they want to play with from the wide range of resources. For example, they ask for the books and quickly seek out their favourite stories. Children demonstrate positive attitudes to their learning.

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

- The childminder assesses what children know and can do when they first start at the setting. She monitors children's progress and quickly identifies any gaps in their development and seeks guidance from any relevant agencies. Consequently, children make good progress in their learning.
- The childminder provides children with a range of healthy meals and snacks, which they thoroughly enjoy. For example, children enthusiastically eat home-made spaghetti bolognese and confidently ask for the fruit they would like to have after their lunch. The childminder helps children to lead healthy lifestyles and learn about healthy eating.
- Children's communication and language development is at the heart of the curriculum. The childminder is a positive role model as she repeats what children say and models the correct language. For example, children learn the names of different birds and ducks when they spend time watching them in the park. Consequently, children build a good range of vocabulary.

- Children develop a love of books from an early age. The childminder reads stories and sings songs with children throughout the day. Children talk about their favourite stories. For example, when the childminder recites the story of 'One Mole Digging a Hole', children recall familiar words and phrases. This helps to develop their early literacy skills.
- The childminder provides children with a range of child-led and adult-led activities. For example, children use felt-tip pens to draw pictures and make marks. They are engaged in the activity and talk about what they draw. However, on occasions, the childminder does not provide opportunities for children to extend their learning even further, in order to achieve their next steps in learning.
- Parent partnerships are strong. The childminder has built trusting relationships with parents and carers, who feel their children are happy and safe during their time with her. The childminder shares information with parents about what children have done throughout the day via an online app and photos. She offers support and advice on how to continue children's learning at home, such as reading stories. The childminder shares recipes for meals that children enjoy, in order to support parents with their children's healthy eating at home. This helps to support positive relationships and continuity of care.
- The childminder completes all mandatory training. She receives regular updates from the local authority about any relevant changes to guidance or ideas to support teaching. The childminder also seeks out training to enhance her knowledge and practice further. For example, she has completed a course on assessing children's speech and language skills. This helps the childminder to continually reflect on practice and improve outcomes for children.
- The childminder supports children to learn early mathematical concepts. She counts along with children as they point and count objects in books. Children confidently select a coloured plate for their lunch and talk about other objects that are the same colour. This supports them to build a range of mathematical vocabulary.

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:

- strengthen the planning and teaching of activities to extend all children's learning.

Setting details

Unique reference number	EY406492
Local authority	Liverpool
Inspection number	10368336
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	15 March 2019

Information about this early years setting

The childminder registered in 2010 and lives in West Derby, Liverpool. She operates all year round, from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Janine Tours

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of the written views from parents.
- The childminder and the inspector carried out a joint observation.
- The childminder shared relevant information and documentation 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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