

Childminder report

Inspection date: 11 October 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 are happy and confident in this warm and welcoming setting. The childminder has developed a rich curriculum, sharply focused on the skills needed to prepare children for their next stage in learning. The childminder has a secure understanding of how children learn and develop. She differentiates activities to reflect children's ages and individual abilities. The childminder provides lots of opportunities for developing their problem-solving skills and independence. The childminder is supportive and calm in her interactions, offering clear and consistent instructions. For example, during a gluing and sticking activity, the childminder recognises that children struggle to use scissors. She explains how to hold them and demonstrates the opening and closing slowly and carefully. This approach helps to ensure all children make swift progress in their development.

The childminder has high expectations for the children and models good manners and expected behaviours exceptionally well. She demonstrates wonderful back-and-forth conversational skills, constantly extending the children's understanding. Interactions with children are of a high quality. As a result, children become deeply engrossed in their play and display positive dispositions to learn.

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

- All children flourish as they become familiar with the consistent routines of the setting. The childminder understands that continuity promotes children's emotional security. Children display high levels of confidence and self-esteem and are willing to try new things with the childminder on hand to offer support. This encourages children to have a 'can-do' attitude and gives them the confidence to embrace new challenges.
- The childminder is a good role model. She supports children's independence by modelling and narrating routine tasks and asking children if they would also like to have a go. Children are encouraged to feed and dress themselves and wash their own hands. They receive praise for their efforts and are learning to manage their own personal care needs.
- The childminder is reflective and strives for continuous improvement. She prioritises her own professional development and completes training aimed at having the biggest impact on children's progress. For example, she has recently completed a course on early mathematics. This has equipped her with further ideas and a greater understanding of how to support and extend children's mathematical abilities.
- The childminder knows the children very well. She plans enticing experiences based on their interests to further engage them in learning opportunities that she knows they will enjoy. Occasionally, she asks the children lots of questions in quick succession without offering them the time to formulate a thoughtful

response. This does not consistently promote their thinking skills.

- Children benefit greatly from the warm interactions with the childminder, who models good communication and language skills. Story times are enthusiastic and well delivered. Singing is plentiful, and the children delight in joining in with the actions to familiar songs and rhymes. Children demonstrate fluency in their conversations as they speak and listen politely. The childminder extends their sentences by adding new words. This helps children to feel valued and swiftly builds their vocabulary.
- Partnerships with parents are strong. The childminder has built up long-standing relationships over many years of looking after their children. Parents are highly complimentary about the support they are offered and comment on the significant progress their children have made. The childminder plans activities based on children's interests and involves parents in developing plans for their next steps in learning. This partnership working has a positive impact on children's learning and development.
- The childminder works tirelessly to forge links in the local community and recognises the importance of networking to share knowledge, ideas and good practice. She has developed good relationships with the local authority and liaises closely with other settings that children will shortly be attending. This helps to ensure that children's needs will continue to be met when they move on to their next stage of learning.
- The childminder is inclusive and makes sure she includes a variety of opportunities for children to explore the wider community in which they live. Children relish their weekly playgroup visits. They meet other people, practise their social skills, and develop respect for each other's cultures and differences.

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 consistency when asking children questions, to allow them to articulate a response and extend their thinking skills.

Setting details

Unique reference number	EY408351
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10355018
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	0 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	14 November 2018

Information about this early years setting

The childminder registered in 2010 and lives in Liverpool. She operates all year round from 8.30am to 4.30pm Monday to Friday, except for bank holidays and family holidays. She provides government funded childcare.

Information about this inspection

Inspector

Marianne McDowell

Inspection activities

- The childminder and the inspector discussed the curriculum and the intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- The inspector spoke to children at appropriate times and observed the childminder's interactions with children during play and daily routines.
- The inspector read feedback and spoke to parents and took account of their views.
- The childminder provided the inspector with a sample of relevant records and key documentation, including evidence of her own training and statutory progress checks for the children.
- All areas of the premises used for childminding were viewed and the inspector took account of how the childminder ensures that children are safe.

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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