

Childminder report

Inspection date: 4 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 welcomed into this warm and friendly environment by the childminder and his co-childminder. They work together to create an inviting and interesting setting for children to learn and develop their skills. The childminder encourages children to bring favourite items from home, such as toy animals. He uses these to extend children's learning. For example, the childminder encourages children to make animal noises and learn animal names. This helps to build on children's interests, which enhances their learning.

The childminder provides children with opportunities to learn about themselves and others. He teaches children the importance of recognising and celebrating everybody's differences and what makes them unique. For instance, children learn about festivals and how they are celebrated by individual families. This also helps children to develop an understanding of their wider community.

Children are happy and content with the childminder as they play happily together. Older children delight in sharing their toys, while younger children seek out cuddles and reassurance from the childminder. This gives them a strong sense of security. The childminder is a good role model and helps children to understand expected behaviour. For example, he gives children gentle reminders about the rules, such as taking turns. This helps children to develop kindness towards others.

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

- The childminder gathers detailed information about children before they start in his care. He uses this information alongside his observations to track children's progress and plan for their next steps in learning. The childminder also focuses on children's interests, which help to motivate them in their learning.
- Overall, the curriculum is promoted well. However, the childminder does not always implement the intended curriculum for physical development. For instance, the curriculum does not always provide opportunities for younger children to practise and refine their early walking skills. This does not fully enhance children's emerging physical skills.
- The childminder takes children on regular visits to the local parks and woodlands. This provides children with lots of fresh air and helps them to gain an awareness of the natural world. During outings, the childminder also teaches children to keep safe when outside. For example, children learn about road safety and hazards in the community.
- The childminder and his co-childminder regularly review and reflect on their provision. Together they plan for future developments and implement ways to enhance the curriculum to provide good outcomes for children. The childminder prioritises his continued professional development to improve his knowledge and

understanding of early years. Following recent training on developing children's early speech and language skills, the childminder has introduced regular song times with younger children. This helps them to explore their voices as they join in with songs and rhymes.

- Children understand the house rules from an early age, which helps them to understand boundaries. For example, children know to tidy their toys and resources away before getting something else to play with. However, some routines, such as nap time, are not followed consistently. This does not always provide continuity in children's care routines.
- Children benefit from opportunities to develop lots of skills from an early age. For example, they delight in exploring musical instruments and discovering the sounds each instrument makes. This helps to develop their creativity. These experiences also help children to develop their fine motor skills as they manipulate the instruments with their hands.
- Children's language development is well supported. The childminder uses simple words and phrases to help younger children use initial sounds and utterances. As a result, children's early language skills are developing incredibly well. Older children engage in conversations with the childminder. For instance, they talk to him about the potions and brews they have been making in preparation for Halloween. At other times, children respond to the childminder's skilful questioning, which helps to extend 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:

- provide a consistent approach to take to support children's care routines
- organise the curriculum for physical development more effectively to maximise children's learning.

Setting details

Unique reference number	EY409112
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10351127
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 October 2018

Information about this early years setting

The childminder registered in 2009 and lives in Halewood, Liverpool. He operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder works with his wife, who is a co-childminder.

Information about this inspection

Inspector

Shelley O'Brien

Inspection activities

- The childminder and the inspector conducted a learning walk and discussed how the childminder organises their early years provision, including the curriculum for children's learning and development.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. The inspector and the childminder also conducted a joint review of activities taking place.
- The inspector spoke to the childminder, their co-childminder and the children at appropriate times during the inspection.
- The inspector took into account the written views of parents.
- The childminder provided the inspector with a sample of documentation used for childminding purposes.

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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