

Childminder report

Inspection date: 25 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

The childminder plans rich opportunities for children to learn actively outdoors. She skilfully encourages them to lead their own learning. This helps to promote children's healthy development and confidence. Children learn to operate the tap on the water butt to fill bottles and containers. They watch with fascination as the excess water forms a rapid river down the slope. Children learn how to move water from one place to another using a pipette. They try out different ways to rescue toy spiders from blocks of ice. The activities excite children's curiosity and thinking. They discover and experience the properties of water.

The childminder establishes consistent rules and boundaries for everyone's behaviour. This helps children to feel secure. Children respond to her gentle reminders about not taking toys that other children are using. They learn to wait and to ask politely for things that they want. This helps children to develop increasing levels of self-control as they grow. Parents and carers comment about how much fun children have with the childminder. They feel well informed about activities and they like seeing photos of the children. Parents say that the information helps them to continue children's learning at home.

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

- The childminder's curriculum provides a balance of child- and adult-led play and activities. She knows when it is helpful for her to join in and extend children's ideas and when to stand back, so that children work things out for themselves. This helps children to become successful, self-motivated learners.
- Children's application of numbers in their play is a strength of the provision. Children know that reading numbers helps them to get on the right bus. They learn to use numbers to measure time. For example, children understand that the 'five minute warning' means that it is nearly time to finish playing and tidy up. Younger children learn the sequence of numbers for counting. They say 'one two three, weel!' and whizz their cars down the slope.
- The childminder sequences children's learning. She plans ways for children to develop strength and dexterity in their hands and fingers. Children squeeze the bulbs on pipettes, use tweezers and pull really hard on the legs of toy spiders that are stuck in the ice. The activities help to prepare children to use tools, such as knives and forks to eat with and pencils for early writing.
- Children follow familiar routines that promote their independence. At snack time one child takes responsibility for fetching plates from the drawer and giving them out. They give a plate to each child, then discover that they have one too many and return it to the drawer. The routine extends children's knowledge of numbers and they learn to be helpful to each other.
- The childminder and children hold interesting conversations. Children share their

ideas and experiences with increasing confidence. However, on occasion, the childminder's responses do not help children to hear the correct pronunciation of words that they are learning to say. This slows children's progress towards accurately identifying the sequence of sounds within individual words.

- Children are eager to hear stories and this promotes their literacy. The childminder reads in a lively way and makes frequent pauses, so that children can study the pictures and talk about the story. Children learn to think about how the characters in the story are feeling. They read about a pumpkin who is frightened of the dark until a new friend helps them to feel safe and happy. The story encourages children to be kind and friendly to other people.
- The childminder and any assistants she works with, complete training that keeps their knowledge of safeguarding matters up to date. They know what to do if an allegation is made against them. The childminder takes action that minimises risks to children's safety. For example, she teaches children to stay close to her and gives them distinctive visors to wear, when they go on walks and outings.

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 techniques for modelling language, so that children hear the correct pronunciation of new and familiar words during conversations.

Setting details

Unique reference number	EY411118
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10359935
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	12
Number of children on roll	10
Date of previous inspection	13 December 2018

Information about this early years setting

The childminder registered in 2010 and lives in Huyton. Her provision operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is eligible to provide funded early education. She works with an assistant. The childminder and her assistant hold qualifications at level 3.

Information about this inspection

Inspector
Susan King

Inspection activities

- The childminder and the inspector held discussions about how the childminder plans her curriculum. They jointly evaluated children's learning.
- The inspector observed interactions between the childminder and the children. She observed and spoke with children.
- The inspector read written feedback from parents and took account of their views.
- Documents used in the childminder's setting were sampled and evaluated by 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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