

Childminder report

Inspection date: 5 March 2020

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 familiar with the routines and are reassured by the close bonds that they share with the childminder. The nurturing childminder provides a welcoming, homely environment where children develop trusting relationships with her and she gets to know them well. Children take responsibility for their own learning. They choose from a good range of resources on offer. Children move around freely as they access the whole of the learning environment. They develop their independence as they tend to their own personal hygiene needs.

Children are excited to blow bubbles and use their imagination as they discuss where the bubbles travel to. The childminder knows each child's next steps in learning and how she will support them to develop the skills they need to start school. They have many opportunities during regular outings to mix with other children and adults. This helps them learn to develop their social skills and appreciate the community that they belong to. Children behave well and receive regular praise and encouragement. This contributes to their positive self-esteem and self-worth.

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

- The childminder has high expectations for all children and provides good challenge for them through the activities on offer. She gets involved in children's play to extend their learning, as they dress the teddy and put him to bed for a well-earned rest.
- The childminder plans a good range of activities and experiences that link to children's interests. She fully encourages children to share their own thoughts and ideas, which means that planned activities often change to suit children's choices.
- The childminder incorporates children's next steps into the activities she plans, while making sure there is a clear focus. For example, she carefully chooses the activities children engage in. They explore how soap feels and what happens when they rub their hands together. This ignites children's interest, so they stay focused.
- The childminder is friendly and attentive to children's individual needs. Children confidently explore the childminder's homely environment. They enjoy a great deal of affection and reassurance from the childminder and benefit from her caring nature. Children giggle as they play with the childminder and show high levels of emotional well-being.
- Children's emerging language is supported well by the childminder. For instance, she introduces new words through exploring books and introducing Makaton signs. The childminder encourages children to repeat words and to make the sign to communicate.

- Children enjoy a great deal of time outdoors exploring and being physically active. The childminder makes good use of amenities in the local area, such as the library, park and shops. This helps children learn about the wider world beyond their own community.
- The childminder is keen to continuously develop her knowledge and skills. She has completed an extensive evaluation of her setting and created plans to extend children's learning and development opportunities. The childminder has updated her knowledge about the new education inspection framework and plans meaningful experiences for children to develop across all seven areas of learning.
- The childminder has strong partnerships in place with parents. She considers the needs of families and helps them through changes in a sensitive and supportive way. Parents enjoy regular communication with the childminder. She keeps them informed about their children's development and offers suggestions to extend their learning at home. However, she does not always gather enough information about what children are able to do at the start of the placement, in order to support them from the outset.
- The childminder creates a stimulating environment where children make choices in their play. Children play with water and brushes using the small muscles in their hands to paint on the equipment. However, the childminder does not consistently incorporate the language of mathematics throughout children's activities in order to support them to develop a knowledge of size and counting as they play.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe and secure because the childminder ensures they are safe within the home and when they are out and about in the community. Children know how to protect themselves in the event of a fire because they regularly practise fire drills. The childminder keeps her safeguarding knowledge up to date and clearly describes how she would report concerns about a child's welfare. She identifies a range of indicators that could suggest a child is at risk. The childminder understands her duty to prevent children and families being drawn into extremist views.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- gather more information from parents about what children are able to do at the start of the placement
- extend children's learning about early mathematics to enhance their understanding of counting, size and numbers.

Setting details

Unique reference number	EY425386
Local authority	Sefton
Inspection number	10106149
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	3 July 2014

Information about this early years setting

The childminder registered in 2011 and lives in Brighton-le-Sands, Liverpool. She operates from 7am to 6pm, Monday to Friday term time only.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- The inspector completed a learning walk and evaluated an activity with the childminder to understand how the early years provision is organised.
- The inspector spoke to the childminder and children during the inspection.
- The inspector looked at a sample of the childminder's documentation. This included information about the suitability of members of the household and her policies and procedures.
- The inspector took account of parents' written comments and views.

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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