

Childminder report

Inspection date: 30 June 2022

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 extremely settled in this calm and nurturing environment. They develop positive relationships with the childminder and their peers. Children are exceptionally confident. They greet visitors with interest, offering to share their toys and asking visitors for help when needed. This demonstrates their strong feelings of security in the childminder's home.

The childminder is a positive role model. She has high expectations of all children and sets clear and consistent boundaries. Children thrive on praise for their good behaviour and achievements. They are encouraged to keep trying when at first they do not succeed. For instance, when making marks in sand, children are encouraged to press harder so their pattern can be seen. This helps them to develop high levels of self-esteem and resilience.

Children are taught valuable independence skills from an early age. For example, babies are supported to feed themselves. Older children put their shoes on before playing in the garden and choose what they would like to play with next. Children learn about the benefits of good hygiene habits. For example, they brush their teeth after lunch. This supports children's good oral health.

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

- The childminder is confident in identifying what she wants children to learn and how she will promote their learning. She carefully monitors the progress that children make, in order to build upon what they know and can do. This also enables her to swiftly identify and address any emerging gaps in children's learning and development. Consequently, children make good progress.
- The childminder supports young children in developing their vocabulary and the pronunciation of words effectively. For example, she repeats tricky words that children say, so that they hear the correct way to say them. This helps children to learn new words and to make good progress in their communication and language development.
- Children have many opportunities to develop their mathematical skills. For example, children count along with the childminder as they play with characters in the sand. They compare sizes and understand concepts such as 'big' and 'small'. This effectively supports children's early mathematical development.
- The childminder has positive relationships with parents. She collects detailed information from parents before their children start and uses this to plan opportunities and activities that promote children's learning and development. She makes accurate assessments of children's progress, which she shares with parents verbally. However, she does not share ideas to extend children's development at home.

- The childminder is particularly skilled at using stories to enhance children's learning. For example, she uses a story about a hungry caterpillar and props to offer children an interactive storytelling session. Children participate by holding and using different props and placing them in the caterpillar's mouth. This supports children's listening and attention skills and helps to develop a love of books.
- The childminder uses the local environment to enhance children's learning experiences. Children regularly go on trips to the local library, parks, playgroups and music groups. These activities allow children to play alongside other children of similar ages and develop their confidence in larger social environments. This helps children to be ready for the next stage of their learning and the eventual transition to school.
- Children are encouraged to develop healthy lifestyles. The childminder works with parents to ensure that children are provided with nutritious and balanced diets. The childminder encourages children to engage in physical activity each day, including playing in the garden and taking walks along the local beaches.
- The childminder is a reflective practitioner. She seeks out training to improve her skills and successfully makes changes to her practice. She has a clear vision for improvement. However, she does not routinely seek the views of parents when evaluating her provision and considering future changes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective strategies in place to keep children safe. She regularly assesses her environment for risks and minimises any potential hazards. The childminder keeps her safeguarding knowledge up to date and is aware of child protection issues. She knows what signs and symptoms might indicate a child is at risk of abuse or neglect. The childminder understands the correct procedures to follow and who to contact should she have any concerns about a child's safety or welfare.

What does the setting need to do to improve?

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

- develop ways to share ideas and guidance to support parents to continue and extend their children's learning at home
- develop systems to enable parents to share feedback on the quality of the provision, in order to identify strengths and priorities for improvement.

Setting details

Unique reference number	EY427845
Local authority	Wirral
Inspection number	10231801
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 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	26 September 2016

Information about this early years setting

The childminder registered in 2011 and lives in Meols, Wirral. She operates from 7.30am to 6pm, Monday, Wednesday, Thursday and Friday during term time. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Kerry Maddock

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises that are used for childminding and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and children and assessed the impact on children's learning and development.
- The inspector viewed relevant documentation, including evidence of suitability checks, paediatric first-aid training and public liability insurance.

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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