

Childminder report

Inspection date: 20 January 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 happy, settled and safe. They enjoy spending time here. The childminder promotes communication and language skills and children gain a love of reading from a young age. They listen attentively as the childminder reads to them. The childminder introduces new vocabulary to the children as they talk about the story. Children answer questions about what is happening in the story and predict what might happen next. This is helpful in promoting children's early literacy skills. However, the childminder does not provide children with enough opportunities to learn about letters and the sounds they represent, to extend their learning further.

Children have positive attitudes to learning and are eager to join in. They have frequent opportunities to choose resources and direct their own play. For instance, children tell the childminder they would like to complete a jigsaw that they brought in from home. Children's behaviour is good. The childminder is an excellent role model. She praises and encourages children, which builds their self-esteem. Children have opportunities to develop their growing independence. For example, they meet their own care needs as they wash their hands before eating. Children make their own sandwiches at lunchtime. They spread the butter and cheese and problem solve ways to cut their sandwich.

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

- The childminder has devised a curriculum that ensures there are no gaps in the children's development. Children benefit from meaningful learning experiences that are planned according to their interests. The childminder tracks the development of all children. She plans effectively for their next steps in learning.
- Children are respectful to others. They celebrate each other's similarities and differences from a young age. Children learn about different cultures and festivals. For instance, during the inspection they were learning about the Chinese New Year. Children were looking forward to trying Chinese food. This helps them to learn about people and families that are different to their own. The childminder provides children with opportunities to learn about the importance of helping others who are less fortunate than themselves. For example, she is actively involved with a range of charities in the local community.
- Mathematical skills are promoted well. The childminder encourages children to count their steps as they go upstairs. She helps children to identify shapes and numbers in the local environment.
- The childminder has forged good links with local nurseries and other childminders. She liaises with other professionals. This helps to ensure children's needs are being met, including those of children with special educational needs

and/or disabilities (SEND).

- Children show high levels of listening and attention skills. The childminder promotes communication and language skills by singing songs, sharing stories and asking children questions. However, the childminder does not provide children with opportunities to learn about letters and the sounds they represent, to further extend their early literacy skills.
- The childminder knows when children are tired or hungry. She responds to ensure their individual needs are met. Children develop a positive attitude to leading a healthy lifestyle. The childminder provides children with healthy foods. Children talk about which foods are good for them. The childminder extends their learning by discussing where their food comes from. She ensures children have plenty of opportunities to be physically active. They go on regular visits to local parks and go on walks to feed the ducks.
- Children make good progress from their starting points. They acquire the key skills needed for the next stage in their development. The childminder takes children to the nursery frequently so that they become familiar with the new environment and staff. This helps to provide a seamless transition into nursery.
- The childminder builds effective relationships with parents. She suggests how parents can help children to achieve the next steps in their learning. The childminder lends resources and games to parents. This helps to support children's learning at home. Parents praise the childminder for the support that she gives them. They are grateful for the very good communication links with them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She has a good knowledge of the signs and symptoms that indicate a child may be at risk of harm. The childminder knows how to report any concerns she may have about a child's welfare. She understands wider safeguarding issues. For example, the childminder understands her duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours. The childminder keeps her knowledge up to date by attending training courses and reading professional literature. Risk assessments are completed regularly to minimise any risks to children. Children are supervised well in all areas of the premises.

What does the setting need to do to improve?

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

- increase opportunities for children to learn about letters and the sounds that they represent, to further extend their early literacy skills.

Setting details

Unique reference number	EY432170
Local authority	Liverpool
Inspection number	10071018
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	12
Number of children on roll	8
Date of previous inspection	25 June 2015

Information about this early years setting

The childminder registered in 1985 and re-registered in 2011. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 5.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- Parents' views were taken into account through written feedback provided.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- A joint observation was completed by the inspector and the childminder.

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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