

Childminder report

Inspection date: 11 September 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 creates a friendly, calm and relaxed environment. Children are confident and content in the childminder's home. The childminder listens attentively to children when they talk to her. This helps children feel valued and builds their self-esteem. The childminder is a positive role model and has high expectations of children's behaviour. She teaches children to have 'kind hands' and to be polite. She supports children to share the toys and equipment. When any disputes do occur, the childminder deals with them promptly and effectively.

The childminder creates an ambitious curriculum. She places a strong focus on children's communication and language skills. The childminder gets down on children's level as she joins in with their play. Children are developing an understanding of conversational cues as they share back-and-forth interactions with her. The childminder introduces children to new vocabulary, such as 'stethoscope' as they pretend to be doctors. Children make good progress from their starting points.

Children benefit from going on a variety of outings. The childminder takes children on public transport to local museums. Children speak fondly of the animals they saw on their recent trip to the farm. The childminder meets up with other childminders and attends playgroups with the children. This provides children with opportunities to socialise with large groups of children.

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

- The childminder knows children well. She implements the intention for children's learning well through her carefully planned activities. The childminder's observations help her understand what children know and areas where support is needed. She plans appropriate next steps in children's learning. Children have strong foundations for learning.
- The childminder plans activities that interest children. For instance, children delight in choosing an object from the bag and join in with singing during their song and rhyme time. However, occasionally, the childminder does not minimise distractions around children when she implements group activities. This results in children sometimes not fully focusing or maintaining their attention.
- The childminder helps children learn about diversity. She teaches children about different festivals. For example, the childminder takes children to China Town to celebrate Chinese New Year. Children dress up in clothes from other cultures. The childminder teaches children about the dynamics of different families. This helps children learn about similarities and differences between themselves and others.
- Children's growing independence is promoted well. The childminder supports

children to wash their hands by themselves. Children chop up their own fruit at mealtimes and put their own shoes on before going outside. These opportunities help children to practise important life skills.

- The childminder is proactive in accessing professional development opportunities. For example, she attends story-time training sessions at local schools and also attends online training. The childminder recently attended training on developing children's communication skills. This helps to keep her knowledge refreshed and helps to develop her practice further.
- Children behave well. They listen to the childminder's instructions and follow them well. For example, children work well as a team to tidy away the resources. They show perseverance as they keep trying to attach pieces of a train track together. Children show positive attitudes to learning.
- Parent partnership is strong. Parents receive daily communications verbally about their child's day. They are provided with ways they can carry on children's learning at home. For example, the childminder sends home story sacks for parents to share books with children. Additionally, she shares detailed information about children's learning with the schools that children transition on to. This helps to provide continuity in children's care and learning.
- The curriculum for mathematics is implemented well. The childminder encourages children to recognise colours and shapes in their environment. She supports children to count out how many cars can fit inside the truck. This helps to develop children's early counting skills.
- The childminder promotes children's creativity well. She supports their play as they have conversations on pretend telephones. Children beam with glee as they make ice creams for the childminder. These opportunities help children to express their own ideas.

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:

- minimise distractions when implementing planned activities to encourage children to focus and maintain their attention.

Setting details

Unique reference number	EY435259
Local authority	Liverpool
Inspection number	10355215
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	21 November 2018

Information about this early years setting

The childminder registered in 2011 and lives in Liverpool. She operates all year round from 8am to 5pm on Tuesday and Wednesday, excluding family holidays. The childminder holds an appropriate qualification at level 2. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- The childminder discussed her intentions for children's learning and how she implements her early years curriculum.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector took account of parents' views and read written testimonials.
- The inspector viewed relevant documentation, including the childminder's paediatric first-aid qualification.
- The inspector and the childminder carried out a joint evaluation of an activity.
- Children spoke with the inspector during the inspection.

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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