

Childminder report

Inspection date: 14 January 2025

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 welcoming and homely environment where all children feel happy, safe and secure. She supports children's emotional well-being very well. The childminder develops strong bonds with children. For instance, she offers a reassuring cuddle if needed. The childminder has a calm and caring approach that children respond well to. Children love to spend time with the childminder. They benefit from a wide range of indoor and outdoor learning opportunities.

The nurturing childminder has high expectations for all children. She carefully constructs a curriculum that builds on children's individual learning needs. This helps to prepare them for their next stages in learning. For example, children develop the muscles they need to hold a pencil as they complete a range of wooden puzzle boards. The childminder has a strong emphasis on promoting children's communication and language development. She introduces new vocabulary as she plays alongside children.

Children behave well. They play well together as they share and take turns with the toys. The childminder is a positive role model and has clear expectations, which the children are familiar with. Children know the routine well as they help tidy the toys away and go to wash their hands ready for their snack.

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

- The childminder provides a language-rich environment where children continually build upon and extend their vocabularies. She makes the most of every opportunity to skilfully introduce new words. For instance, when playing out in the garden, the childminder supports children to recognise the difference between a 'deciduous' and 'evergreen' tree as they collect the fallen leaves. Children build effective communication and language skills.
- The childminder supports children to develop healthy lifestyles. Children thoroughly enjoy their time in the garden, getting fresh air and exercise. They develop independence as they become responsible for their own self-care needs. The childminder encourages children to wash their hands independently from a young age. She provides a range of healthy snacks, allowing children to make their own choices. This supports children to be aware of how to live healthy lifestyles from a young age.
- The childminder promotes children's physical development well. She ensures that children benefit from plenty of opportunities to be active as part of her provision. For example, children confidently use large movements as they jump on the secure trampoline. The childminder leads children in regular yoga sessions, which supports their physical and emotional well-being. Children develop good physical skills.

- The childminder has a good understanding of child development and focuses on children's interests. She is dedicated to ensuring children achieve the best possible outcomes. The childminder plans a broad range of activities that are designed to extend children's learning. However, on some occasions, the childminder does not allow children to solve problems for themselves. Therefore, children do not always have opportunities to use their existing skills to test their thinking for themselves.
- Children develop an understanding about their local community and the world around them. The childminder takes them on regular trips and outings, such as visits to the local farm to feed the animals and local play groups. This helps children to build the confidence to be away from the home environment and to socialise with others.
- The reflective childminder is committed to keeping her knowledge up to date and regularly accesses training and development opportunities. She uses any new knowledge gained from training to support children across different areas of the curriculum. For instance, she uses learning from a recent mathematics course to teach early mathematical concepts, such as shape, size and counting. This helps children to develop an understanding of mathematical concepts.
- The childminder has positive relationships with parents. She has developed effective partnerships with parents to keep them up to date with what their children are learning. Parents are pleased with the communication they have with the childminder and feel involved in their children's learning. The positive partnership with parents helps children to continue to develop their skills at home.

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:

- enhance opportunities for children to problem solve when playing to develop their resilience and thinking skills.

Setting details

Unique reference number	EY436697
Local authority	Sefton
Inspection number	10367273
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 February 2019

Information about this early years setting

The childminder registered in 2011. She lives in Crosby, Liverpool. She operates all year round, from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds a relevant level 6 qualification.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out joint observations of group activities with the childminder.
- The children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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