

Childminder report

Inspection date: 10 April 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

Children are happy, settled and secure. They clearly enjoy spending time with the childminder who thoughtfully encourages children to make independent choices about what they would like to do. Relationships with the childminder are warm and caring. Children show confidence and skilful communication skills for their young age as they approach the inspector, share toys and talk about what they have been doing.

The childminder ensures that his curriculum reflects the needs and interests of individual children. He has a clear awareness of where each child is in their learning and what they need to learn next. The childminder gathers detailed information about children when they first start and uses assessment effectively to ensure that any emerging gaps are quickly addressed. He skilfully differentiates his teaching and the experiences offered to ensure that children's individual learning needs are met. As a result, children are making good progress in their learning and are developing essential skills for the future.

The childminder recognises the importance of promoting children's emotional and physical well-being and is passionate about this aspect of his practice. He teaches children yoga, which helps to calm them, develop their focus and prepare them for their learning. Children impressively demonstrate what they have previously learned as they move their bodies into different yoga positions. They show good balance, coordination and skill.

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

- Children are eager to participate in the activities provided and show a love of learning. They concentrate on their chosen tasks and follow instructions well. The childminder is careful not to over-direct and encourages children to find solutions to the problems they encounter. For example, when a toy cash register will not open, children are asked why this may be. They are sensitively encouraged to consider what they need to do to make it work and are praised for their efforts and achievements. This impacts positively on their self-esteem and well-being.
- Children are taught about the importance of healthy eating and good oral hygiene. They are provided with a variety of healthy meals and snacks and enjoy playing with resources that aid their understanding. Children are reminded to wash their hands before eating. However, there are times when hand hygiene is not consistently implemented. For example, some children are offered hand sanitiser after blowing their nose but others are not. As such, children sometimes receive mixed messages about the importance of practising good hand hygiene.

- Young children learn to follow the boundaries in place for their own and others' safety and well-being. The childminder helps children to manage their feelings and emotions and understand rules and expectations. However, at times, the childminder's approach is inconsistent. For example, the childminder does not always give children clear explanations of why some behaviour is unwanted, such as snatching toys or drawing on the table. This means that children's understanding and skills in this area do not develop as quickly as they could.
- Children have wonderful opportunities to learn about the world around them. They visit local places of interest such as, museums, libraries, parks and community events. These experiences broaden children's awareness of others and their place within society. There is a particular focus on outdoor learning, with children engaging in weekly forest school sessions and spending the majority of their time outside. Children participate in activities with other local childminders where they develop confidence in social situations as they play in larger groups.
- Children demonstrate a love of literacy. The childminder reads frequently to children and encourages them to recall elements of their favourite stories. Children snuggle together with the childminder to share a book and eagerly turn the pages. They point to the pictures, describe what they see and predict what they think will happen next.
- Children are developing essential mathematical skills. They confidently count and use their fingers to depict corresponding amounts. Children recognise shapes and use language of size as they play. They solve simple mathematical equations and are keen to have a go and persevere if at first they do not succeed.

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:

- consistently implement arrangements to support children to understand good hygiene routines
- provide children with clear and consistent explanations about why some behaviour may be unwanted.

Setting details

Unique reference number	EY450706
Local authority	Liverpool
Inspection number	10340848
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 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	10 October 2018

Information about this early years setting

The childminder registered in 2012 and lives in Aigburth, Liverpool. He operates all year round from 7.45am to 5.45pm Monday to Thursday, except bank holidays and family holidays.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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