

Childminder report

Inspection date: 25 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy in the care of this nurturing childminder. Children experience the wider world through trips to the beach, farm and local parks. They learn about nature and meet with other children to develop their social skills. Children enjoy looking at photos of these outings, saying, 'That was a good day!'

The childminder finds creative ways to teach children what she wants them to learn. She knows each child well and uses their interests to ensure that they are engaged in learning. Children seek out favourite toys, such as cars, and are delighted when the childminder helps to build new ramps and tunnels. The childminder provides water and sand for the children to use in the mud kitchen and points out the woodland creatures that visit the garden.

The childminder keeps children safe. Children are encouraged to make their own risk assessments, such as talking about what could happen if they climb on furniture or why they should stay away from nettles. The childminder has high expectations of behaviour, and children feel secure, knowing the clear boundaries she sets. Children are kind to each other, sharing toys and taking turns.

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

- The childminder supports many areas of children's learning through interesting and varied activities. Children use large spoons to fill a bowl full of sand, weigh it on a scale and use language such as 'heavier' and 'lighter'. Children are enthralled in activity and concentrate for a long time. The childminder explains how this activity supports their large motor, maths and language skills. As a result, children make good progress.
- The childminder has a good understanding of how to sequence children's learning to ensure that they make steady progress. As children skilfully use large jugs to fill bottles, she explains how other planned activities have helped them to reach this point. The childminder identifies the next steps that children may make and supports this learning effectively.
- The childminder promotes the use of a wide vocabulary with children. For example, children learn the names of different animals, such as snow leopard, polar bear and cheetah. This extends their understanding of English. However, the childminder does not frequently share stories, songs and rhymes with children. Additionally, the childminder often uses closed questions or does not give children adequate time to respond. As a result, children do not receive a broad range of opportunities to improve their communication skills.
- The childminder encourages children's independence. Children slice their own fruit by using safety knives, tidy up their toys and find their own shoes. Children feel proud of these achievements and develop the skills they need for beginning

school.

- The childminder supports children's emotional development. She understands that children's strong emotions are at the root of the behaviour they display and talks to children with sensitivity. She shares this knowledge with parents, reassuring them with her experience. As a result, children are calm and content, and they behave well in this setting.
- The childminder supports many elements of children's personal development effectively. She praises children's ability in playing football and curiosity as they mix potions. The childminder holds high ambitions for children and encourages them to keep trying. Consequently, children are confident, motivated to learn and resilient. However, the childminder's curriculum does not teach children to learn about and celebrate diversity. This limits children's understanding of what makes them unique.
- The childminder communicates well with parents about children's care. Parents describe the thoughtful support she provides for children and say that children are happy to attend. However, information shared about children's learning and progress is limited, which does not support learning to continue at home.
- The childminder holds an ambitious vision of the care and education she wants to provide for children. She uses the support of other agencies and her network of other childminders to bring new ideas to her setting. As a result, the childminder continually evolves her practice to meet the changing needs of the children in her care.

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:

- broaden the range of strategies used to support children's developing communication skills
- develop a curriculum for understanding diversity in modern Britain
- increase opportunities for sharing children's learning with parents and carers to enable learning to continue at home.

Setting details

Unique reference number	EY464792
Local authority	Wirral
Inspection number	10335040
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	1 June 2018

Information about this early years setting

The childminder registered in 2013 and lives in Meols, Wirral. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Natalie Myatt

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 childminder.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and talked to the inspector about the curriculum and what she wants the children to learn.

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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