

Childminder report

Inspection date: 4 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe, nurturing and welcoming environment for all children. She has high expectations of them and is a good role model. Children appear happy and content in her care. The childminder supports children's emotional well-being effectively and provides them with cuddles and reassurance. Children relish these opportunities and show high levels of confidence and self-esteem.

Children's communication and language development are supported well. The childminder helps younger children to extend their language to full sentences, repeating what they say with additional words. She introduces new vocabulary throughout their play and listens to them with genuine interest. Children enjoy learning new words and become fascinated as the childminder provides alternative words while reading a story.

The childminder uses a calm and patient manner to support positive behaviour. Her whole approach helps children learn to regulate their emotions and understand how their actions affect others. Children learn to resolve minor disputes and are respectful individuals. They explain how things make them feel and are encouraged to share these emotions with their friends. This supports children to manage their own feelings and behaviour very well.

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

- The childminder supports children effectively to develop their problem-solving skills during their play. She asks them challenging questions and allows them to learn through the process of trial and error. Children relish opportunities to investigate. They giggle while experimenting if their balloon will float in the air while using string. The childminder then uses this opportunity to develop children's understanding of length and measurement.
- The childminder is extremely ambitious for all children. She knows the children well and plans an exciting curriculum which follows their interests. Children have positive attitudes towards their learning and enjoy taking on challenges. They develop a love of books and become immersed in stories. For example, when a character is described as having 'wings on his feet', the children think about what that might mean, and giggle at the idea of them being rockets or aeroplanes.
- Partnership working is strong. Links with the primary school are rooted in trust. The childminder works with class teachers to exchange learning and care information to support children's move on to school. Parents are kept informed of their children's time at the setting. They receive ideas of how to continue their children's learning at home and are fully involved in the assessment of their

children's progress. Parents commend the childminder and state that 'she is a dedicated professional and a fantastic practitioner, who has made our whole family welcome'.

- The childminder has an extensive knowledge of the services available for children with special educational needs and/or disabilities (SEND). Her vast experience of working with these children ensures that she can quickly identify any additional help that they may need. Children with SEND make good progress across the areas of learning.
- Children's emotional well-being is given high priority. The childminder uses familiar stories with children to explore their feelings and emotions. Children are encouraged to express how they are feeling and are introduced to the names of different emotions. They display high levels of self-esteem, confidence and resilience.
- Overall, children benefit from good opportunities to be play outside. They visit local parks, the nature reserve and the beach. Children develop their large-muscle skills as they try to catch the bubbles that the childminder blows. They delight in trying to bounce balloons into the air while using different parts of their body. The childminder keeps children hydrated and provides them with healthy, home-cooked meals. However, she does not always teach children how food and exercise contribute towards a healthy lifestyle.
- The childminder reflects on her practice and seeks to improve her knowledge through further training. She is alert to the changing learning needs of children in the early years foundation stage. For example, she has attended training aimed at improving the literacy development of boys and has made changes to her environment to support their early writing skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of child protection and safeguarding. She has recently attended training, which included wider safeguarding issues. She has a good understanding of the 'Prevent' duty and is aware of the possible indicators of child sexual exploitation. The childminder knows the steps to take if she has a concern about the welfare of a child. She knows the referral procedure and has robust policies in place to help keep children safe. The childminder teaches children about the importance of staying safe while on outings and while walking to school.

What does the setting need to do to improve?

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

- strengthen children's understanding of how food and exercise contribute towards a healthy lifestyle.

Setting details

Unique reference number	EY472947
Local authority	Sefton
Inspection number	10109855
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 August 2014

Information about this early years setting

The childminder registered in 2014 and lives in Waterloo, Liverpool. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Rebecca Papaspyridis

Inspection activities

- The childminder explained to the inspector how she organises the setting to provide for children's care and learning.
- The inspector observed children's play and discussed their development with the childminder.
- Children and the childminder spoke to the inspector at appropriate times during the inspection.
- Parents' views were considered by the inspector through written feedback provided.
- The inspector checked a sample of documents, including evidence of the childminder's suitability and her qualifications.

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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