

Childminder report

Inspection date: 8 November 2019

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 provides a warm, caring environment. Children show that they feel happy and secure at the childminder's home. For example, they smile when she enters the room and often approach her for a cuddle. The childminder has a good understanding of how children learn and has high expectations for them. She skilfully uses her knowledge of children's interests to help them to build on what they already know. For example, as children discuss how to lay out a train track, she uses words such as 'curved' and 'straight' to describe the track pieces. This helps children to extend their range of vocabulary. Children are inquisitive. For instance, younger children show curiosity in the inspector's computer. They investigate what happens when they press the keys. Children behave well and show kindness to each other. For instance, older children make a space for younger children to join in with their play. Overall, the childminder develops strong relationships with parents. Parents comment positively about the childminder. They state that she keeps them informed about children's development. However, the childminder does not consistently share ideas to help parents to support and extend children's learning at home.

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

- The childminder plans a curriculum that helps children to build solid foundations for their next stage of learning. For instance, she talks about shape and colour as younger children enjoy exploring blocks. As older children build towers, the childminder encourages them to count how many blocks they have used. She challenges their learning as she invites them to add one more block. This helps children to develop and extend their understanding of early mathematical concepts.
- Children have good opportunities to develop their early literacy skills. For instance, they explore different sounds as they enthusiastically shake and bang musical instruments. Younger children begin to learn how to handle books as they independently turn pages. Older children enjoy drawing pictures. This supports them to strengthen their hand muscles in preparation for future writing.
- The childminder gives high priority to supporting children to develop their early language skills. For example, she provides a narrative to describe what younger children are doing, such as, 'You are pushing the train through the tunnel'. Children are developing good levels of attention and listening. For example, they follow the childminder's clear instructions, such as, 'Find the bridge'. They understand the simple rules to keep them safe, such as sitting while eating food.
- The childminder ensures that the daily routine includes opportunities for children to be active. For instance, babies crawl and pull themselves up on the furniture. Older children walk to school. They enjoy visiting local parks where they have

the chance to raise their heart rate as they run.

- The childminder is keen that children should have rich learning experiences to help them to learn about the world around them. For example, they attend local toddler groups. This helps children to gain an awareness of other families and communities. Children have frequent opportunities to engage with the natural world, such as visiting local urban farms and beaches.
- Children are motivated. For instance, they show determination as they try to work out how to fit shapes into the correct slots. However, on occasions, the childminder does not allow children enough time to explore and test out their own ideas.
- Overall, the childminder builds strong partnerships with parents. She meets with them when children first start to discuss children's needs. The childminder uses a range of methods to share information about children's well-being and development. However, she does not routinely provide ideas to help parents to support and extend children's learning at home.
- The childminder regularly evaluates the effectiveness of her provision. For example, she has recently reorganised the indoor learning environment. She comments that this has increased opportunities for babies to explore and develop their physical skills. The childminder networks with other childminders to share good practice. She attends additional training to enhance her good teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to safeguard children. She regularly updates her safeguarding training to ensure that her knowledge is current. This supports her to be alert to potential signs that children may be at risk of harm. She clearly describes the action she will take if she has concerns about children's safety or well-being. The childminder discusses ways of teaching children how to keep themselves safe when using online technology. She has robust procedures in place to ensure that children are safe on her premises.

What does the setting need to do to improve?

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

- maximise opportunities for children to explore and develop their own ideas
- provide even more ideas to help parents to support and extend children's learning at home.

Setting details

Unique reference number	EY455782
Local authority	Wirral
Inspection number	10106079
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	17
Date of previous inspection	4 June 2014

Information about this early years setting

The childminder registered in 2013. She lives in Greasby, Wirral. She operates Monday to Friday from 7.30am to 5.30pm all year round except for bank holidays and family holidays. She offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The childminder and the inspector jointly observed an activity. They discussed the quality of teaching and the impact on children's learning.
- The inspector interacted with children at appropriate times during the inspection.
- The childminder showed the inspector around her home. She discussed the range of resources available for children's use and how these support children's learning.
- The inspector examined a sample of relevant documents and evidence of suitability of people living in the household.
- The childminder talked to the inspector about children's learning and progress, including their next steps and interests.
- The inspector looked at parents' written testimonies and took these into account.

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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