

Childminder report

Inspection date: 29 January 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is a good role model and has high expectations for children's positive behaviour. She gives them plenty of praise and encouragement. Children use their manners and often say 'please' and 'thank you'. They are happy and behave very well. Children are kind and respectful and have good social skills. They build close bonds with the childminder and strong friendships with each other. Children show that they feel safe in this welcoming and homely environment. They are confident to select the toys they wish to play with.

The childminder interacts positively with children. She joins in with their imaginary play well. For example, the childminder pretends to drive a car around a safari park. Children talk about the visit with excitement. They use their good memory skills to describe animals that they saw, such as elephants and monkeys. Children practise making the noises that the animals make. They are eager and motivated to learn. The childminder engages children in animated discussions. Children become engrossed in lively conversations. They are confident communicators. Children develop very good communication and language skills.

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

- The childminder completes regular checks of what children know and can do. She uses this information well to plan the well-thought-out activities that they enjoy. Children learn and develop across a broad range of areas. They are enthusiastic learners.
- The childminder uses effective strategies to encourage children to develop positive attitudes. For example, she reads stories to children that help them to understand their feelings and emotions. Children learn why it is important to be kind to their friends and respectful of each other. As a result, children very kindly share and take turns during a craft activity. They take pride in their acts of kindness and show empathy towards others.
- The childminder encourages children to help her to tidy away the resources before moving onto the next activity. This helps children to take responsibility for their environment. The childminder helps children to put their artwork on the wall. Children are proud of their achievements. This helps them to develop a strong sense of belonging.
- Children show a fondness of rhymes and singing. They take part in singing and dancing with great enthusiasm. Children make up their own songs. The childminder encourages them to gain in confidence. For instance, children sing in front of each other. They thoroughly enjoy singing solo. Children smile from ear to ear and show pride in their achievements.
- Children enjoy listening to stories that the childminder reads to them. They join in, adding missing words and repeating the lines they know well. Children

practise sounding out new words and phrases, such as 'sparkle' and 'shimmer', with competence. They learn a range of descriptive words that helps to extend their growing vocabulary. Children are very confident in their speaking skills.

- The childminder builds good partnerships with parents. She shares information with parents about children's development. The childminder finds out what children enjoy and do at home. She uses this information well to promote their interests in her setting. This supports continuity of care and learning effectively. The childminder works well with the staff at local schools and pre-schools. However, she does not share regular information with all other settings that children attend. This does not help to promote greater continuity in their care and learning.
- The childminder takes children on outings in the wider community. For example, children go to toddler groups, the farm and wildfowl reserve. Children gain some awareness of similarities and differences of others in society. However, the childminder provides fewer experiences to enhance children's awareness of different families, communities and traditions beyond their own.
- Children manage their own hygiene and personal needs well. For example, they can use the toilet independently and wash their hands afterwards. The childminder encourages children to manage age-appropriate tasks for themselves. For instance, children can take off their own coats and shoes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the possible signs of abuse and neglect. She keeps her knowledge up to date with wider issues of child protection, such as preventing children from being drawn into unsafe situations. The childminder has recently updated her policies in line with changes in the local authority. She has a good understanding of how to report any concerns about a child's welfare. The childminder promotes children's awareness of how to keep themselves safe. For example, she helps children to learn the importance of recognising hazards during outings they go on.

What does the setting need to do to improve?

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

- share regular information consistently with all other settings that children attend and promote greater continuity in their care and learning
- enhance children's awareness of different families, communities and traditions beyond their own experience.

Setting details

Unique reference number	310670
Local authority	Sefton
Inspection number	10065746
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 April 2016

Information about this early years setting

The childminder registered in 1987 and lives in Maghull, Merseyside. She operates all year round from 8am to 5pm, Wednesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The childminder discussed with the inspector how she designs and organises the curriculum for the children in her care.
- The inspector and the childminder completed a joint observation together.
- Children and the childminder spoke to the inspector at appropriate times during the inspection.
- Parents' views were considered by the inspector through written feedback that some parents had provided.
- The inspector checked 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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