

Childminder report

Inspection date: 30 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 has high expectations of children's positive behaviour. Children behave well and have respect and regard for others. For example, they share their toys with each other, and the childminder praises their thoughtfulness. Children take pride in hanging special charms on a 'kindness tree' as a reward for when they do something special for their friends. They share close relationships with the childminder and show that they feel safe in her care. For instance, children are keen to show their toys to the inspector and engage her in their play.

The childminder has good settling-in procedures in place. For example, she offers home visits to new children before they start. This helps children to get to know the childminder well so that they settle quickly into their new setting. The childminder speaks to children in their home languages. She takes time to learn simple words and phrases to support children who are bilingual. This helps to provide consistency in learning between her setting and the family's home. However, the childminder is not fully aware of children's achievements at other settings they attend. Furthermore, at times, she misses some opportunities to help children to build on their good thinking skills further.

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

- The childminder designs a curriculum around what children need to learn next. For instance, she takes them to playgroups to help to build on their social skills with children of the same age. The childminder takes children to the art gallery where they socialise with the elderly. Children engage in conversations with the older generation. This helps them to gain confidence and learn about people and communities beyond their own.
- The childminder provides a variety of experiences to support children's literacy skills. For example, younger children practise making marks. Older children learn to form letters from their names. The childminder takes children to visit the technology centre. While children are there, they enjoy painting using large arm movements. Children become budding artists, for example, when they paint their own designs on a real car.
- Children learn to be independent. They know and follow the daily routines with confidence. For instance, they find their coats and shoes and put them on, ready to play outside. This helps them to be ready to start school. Children sit together to eat. They learn to feed themselves at lunchtime. The childminder supports children who have specific dietary preferences. She encourages children to taste new foods and offers a balanced diet.
- The childminder uses information from training to help to promote children's communication skills. For example, the childminder models language well. She reads to children and encourages them to develop a fondness for books.

Children enjoy listening to stories. They join in with missing words and phrases. This helps to promote their listening and speaking skills.

- The childminder develops good partnerships with parents. She shares information with parents about children's development. Parents comment positively about the care and education their children receive. For instance, they say that the childminder updates them through daily discussions and a communication book. Parents express that their children progress well. The childminder finds out what children do and enjoy at home. She makes sure that she provides activities that match their individual interests in her own setting. However, the childminder does not share regular information with other settings that children attend. This does not help to promote greater continuity in their care and learning.
- Children show good memory skills. For instance, they talk about how they enjoyed growing strawberries in the childminder's garden. The childminder tells children facts about what plants need to help them to grow. However, she misses some opportunities to help children to use their thoughts and share their own ideas. This does not fully support children to build on their good thinking skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of child protection up to date. She has a good understanding of the signs that would cause her concern about a child's welfare. The childminder is aware of wider safeguarding issues, including the signs that may indicate a child may be at risk of being drawn into extreme behaviours or ideas. She knows the procedures to follow should she have any concerns about a child's welfare. The childminder teaches children how to keep themselves safe. For instance, she encourages them to tidy away toys after they have finished playing to avoid trip hazards.

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 with other settings that children attend and promote greater continuity in their care and learning
- give more opportunities for children to use their thoughts and share their own ideas to help to build on their good thinking skills further.

Setting details

Unique reference number	EY251043
Local authority	Liverpool
Inspection number	10071014
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	6
Number of children on roll	2
Date of previous inspection	3 June 2015

Information about this early years setting

The childminder registered in 2003 and lives in Wavertree, Liverpool. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The childminder discussed with the inspector how she organises the curriculum for children in her care.
- The inspector observed children at play and discussed their development with the childminder.
- The childminder and inspector completed a joint observation together.
- Children and the childminder spoke to the inspector at appropriate times during the inspection.
- The inspector took account of written feedback that some parents had provided.

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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