

Childminder report

Inspection date: 14 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 extremely dedicated childminder has high aspirations for all children. She provides a caring, safe environment, where children flourish. Children are articulate, confident communicators. They enjoy meaningful conversation as they play with their friends. Young children are able to express their needs clearly. They develop new language and vocabulary in the relaxed, chatty environment. This can be seen when they confidently speak to the inspector about favourite toys.

The childminder has created a very calm, warm atmosphere. She sees her setting as part of the children's extended family. The childminder organises activities that the whole family can be involved in, such as picnics in the park at weekends. This strengthens the children's friendships and social skills. Children behave very well. They develop very close relationships and enjoy the company of each other and the childminder. The childminder is an excellent role model. Children are polite and use good manners. They take pride in their own and each other's achievements, offering praise for a job well done. Children are very cooperative and share toys and resources to ensure everyone has a turn. When mixing play dough, they count as each child holds the bowl and wait patiently for their turn.

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

- Early communication and language are well supported. Younger children sing favourite rhymes with the childminder as they have their nappy changed. Older children use toys as props while the childminder reads a story. For example, they count dinosaurs into a bucket. This helps them anticipate what number comes next in the story. Children are thrilled to take turns to roar like a dinosaur.
- Children are given excellent opportunities to learn about people and communities beyond their own experiences. They receive postcards from 'Paddington Bear' as he travels around the world. Children learn what it is like to live in different countries. They use a map to find out where their latest postcard is from and discover new languages and food. Children excitedly tell the inspector that their last postcard came from Madagascar.
- The childminder supports children to build their knowledge and understanding over time. Children are encouraged to recall what they have learned and done. This helps them to make connections in their learning and remember what they have been taught. For example, after lunch, children spend time talking about what they have done that morning and what they may do in the afternoon. This helps them order their thoughts and reinforces new words or understanding they have gained during the day.
- Children are familiar with daily routines. This helps them develop confidence and self-esteem and encourages their independence. For example, at snack time,

children understand they need to tidy up and wash their hands. They work together to put toys away and clear the table so they can sit down to eat. Hygiene is extremely well supported. Children understand the importance of handwashing after a sneeze or using the toilet.

- The childminder uses assessment well to create sharply focused next steps. She uses regular communication with parents to update them with their children's development. The childminder uses her knowledge of the children to create exciting activities. However, on occasions, activities do not always fully engage the very youngest children.
- The childminder threads some mathematics throughout children's everyday activities. Children use numbers and counting in their play. They count cups and bowls and the fruit on their plates. Occasionally, the childminder does not always take opportunities to fully extend and challenge older children's mathematical understanding.
- The childminder is very ambitious and seeks out regular opportunities to develop her knowledge and understanding. She routinely seeks the views of parents and children about the service she offers. The childminder looks at both her long-term and short-term development. She has plans to undertake further qualifications in order to enhance her knowledge. The childminder regularly reviews her activities and resources to suit the children's interests and ongoing development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very well informed about how to safeguard children's welfare. She has clear procedures in place which she shares with parents when their children start at the setting. The childminder undertakes regular training to keep her knowledge up to date and includes wider safeguarding issues, such as the 'Prevent' duty and online safety. She knows who to contact should she have concerns about a child. Children are encouraged to keep themselves safe and respect the private parts of their bodies. The childminder reviews her risk assessments and takes effective steps to minimise risk.

What does the setting need to do to improve?

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

- provide children with further opportunities to develop their mathematical skills to the highest levels
- consider carefully how activities can be adapted so that all children sustain their engagement and motivation to learn.

Setting details

Unique reference number	EY433026
Local authority	Liverpool
Inspection number	10129112
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	18 January 2016

Information about this early years setting

The childminder registered in 2011 and lives in Liverpool. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5.

Information about this inspection

Inspector

Rebecca Papaspyridis

Inspection activities

- The inspector had a tour of the areas of the premises that are used for childminding. The childminder explained to the inspector how she organises the setting to provide for children's care and learning.
- Children's learning and development were discussed with the inspector.
- The inspector took into account the views of a parent present at the time of inspection.
- Several documents were checked, including evidence of the childminder's suitability and her qualifications.
- The inspector spoke to children throughout the inspection.

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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