

# Childminder report

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Inspection date: 27 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are incredibly confident and happy. They are safe and secure in the childminder's care. The childminder is an excellent role model and children's behaviour is exemplary. She teaches children to share and take turns from a young age. Children learn about friendships and feelings. They pull faces to represent different emotions and discuss how characters are feeling in books. Children talk about if they are going to be a 'kind' or 'mean' pirate when they are playing. As a result, children are considerate and thoughtful to their peers. Older children help younger children to wash their hands. They show them how to blow bubbles using the bubble wands.

The childminder adopts a curriculum that is rich in language. She promotes communication and language skills well. Children gain a love of books and enjoy snuggling up to the childminder as she reads a range of stories. They listen attentively to the story and join in by counting back from ten to zero before the rocket blasts off. Children help to retell their favourite stories with figures in the tuff tray. They talk in different voices to represent the characters in the book. Older children have opportunities to develop their growing independence. For example, they put their own coats on to go outside and meet their own toileting needs.

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

- Children have wonderful opportunities to learn about the wider world. They excitedly talk about their recent trip to Kenyon Hall Farm and the foods produced on the farm. Children plant their own strawberry plants and enjoy watching the changes as they grow. Children's outdoor opportunities are enhanced by attending weekly trips out. For example, the childminder takes children to forest school sessions at Delamere Forest. The childminder teaches children about different cultures and diversity within families. This helps them to learn about people and families that are different to their own.
- Children have an excellent attitude to learning. They take part in a wealth of exciting activities that motivate them to learn. Children are captivated to find out what could be inside the treasure chest. They put on pirate costumes and enthusiastically say new pirate words and phrases. The childminder extends children's learning by asking how many coins they have. Children respond by counting out ten coins as they put them into their treasure bags. They are confident communicators and enjoy making their own stories up as they play with the pirate ship.
- The childminder has forged good links with local schools, nurseries and other childminders. She liaises with a range of professionals to share good practice and to ensure children's needs are being met. Self-evaluation includes the views of children and parents. The childminder constantly assesses her provision. This

ensures children remain inspired by the learning environment. The childminder regularly attends training to enhance her knowledge and skills even further.

- The childminder has established highly successful partnerships with parents. Parents are kept well informed about their children's progress. They bring in resources from home to support topics that children are leaning about. The childminder provides verbal ideas for parents to carry on learning at home. She shares next steps with parents. This helps them to target what children need to learn next to be highly successful in their learning. Parents are delighted with the care and service provided.
- The childminder is warm, nurturing and kind. Children have formed close relationships with both her and their peers. They are highly effective in self-regulating their behaviour. Children learn from a young age what is right and wrong. Simple rules help children to understand about respect and tolerance. Older children's independence skills are promoted. They put on costumes by themselves as they pretend to be superheroes. However, the childminder could further promote younger children's independence.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She has a good knowledge of the signs and symptoms that indicate a child may be at risk of harm. The childminder knows how to report any concerns she may have about a child's welfare. She keeps her knowledge up to date by attending training courses, online training and webinars. This has given her an in-depth knowledge of the wider issues relating to safeguarding. The childminder carries out risk assessments for her home and outings that clearly identify potential hazards. The childminder teaches children strategies to keep themselves safe and identify ways to manage their own risks.

## What does the setting need to do to improve?

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

- consider different ways to further support younger children's independence.

## Setting details

<b>Unique reference number</b>	EY349090
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10129067
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	21 April 2016

## Information about this early years setting

The childminder registered in 2007. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three-year-old children.

## Information about this inspection

### Inspector

Olivia Barnes

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- Parents' views were taken into account through written feedback.
- The inspector held discussions with children and the childminder at appropriate times during the inspection.
- A joint observation was completed by the inspector and the childminder.

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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