

# Childminder report

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Inspection date: 25 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Requires improvement
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are safe and well cared for. They and their families are warmly welcomed by this very experienced childminder, who knows the children well. Children are very happy here. They enjoy the security of this caring and nurturing home-from-home environment. Babies under two years of age confidently explore the spacious, well-presented playroom. They are familiar with their surroundings and the routines of the day. Children move confidently between the playroom and the dining room for meals and snacks. Children enjoy an excellent range of activities that help them to make good progress in their learning and development.

Children enjoy songs, rhymes and stories as part of their daily routine. Children excitedly hurry to join the childminder for singing time. They take turns to select an item from the 'song bag' and enthusiastically sing or make the actions for the corresponding song. For example, when a bus is lifted out of the bag, children spontaneously start to sing and make the actions to the song 'The wheels on the bus'. Children benefit from a varied weekly routine that excites them, visiting carefully selected toddler groups, the library and local parks. Children's learning is further enhanced by visits to a local farm and the beach.

During the COVID-19 pandemic, the childminder continued to work closely with parents to help minimise any disruption to the curriculum and children's learning. She continuously shares information, ideas and suggestions, to help parents to continue to support and build on children's learning at home.

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

- The childminder uses a topic-based, seasonal approach to help her plan a broad and balanced curriculum. She uses her sound knowledge of children's interests and their current capabilities to provide individual support that builds on their previous learning. Children are eager to learn and are developing the skills and attitudes they need to help them succeed in school.
- The educational programme for mathematics is strong. The childminder ensures that mathematical concepts and language are continuously woven into children's play and routines. For example, she consistently counts one and two and shows two items to help consolidate children's understanding of two.
- The childminder gives high levels of praise and encouragement, which motivates children to keep trying. For example, she offers encouragement when children are trying to fit shapes into the shape sorter or build a tower of blocks.
- The childminder monitors the progression of children's speech and communication skills closely. She quickly identifies any risk of delay, and works closely with parents and, where appropriate, other professionals. This helps to ensure that children receive further support as soon as possible.

- The childminder provides valuable opportunities for children to learn about themselves and the lives of others. Books and play material depict very positive non-stereotypical images. Real experiences, as children see and meet people in the local community, are supported by positive discussions. This helps to strengthen children's awareness of others in society to prepare children well for life in modern Britain.
- The childminder is a very positive and consistent role model. Expected behaviours are clearly explained. Very young children respond positively to gentle reminders and are learning to regulate their own behaviour. Favourite activities are well used to help the youngest children learn how to take turns.
- The childminder helps children to learn about the importance of a healthy lifestyle, including good oral health. Children listen to stories about the importance of brushing their teeth. They enjoy a range of nutritious meals and healthy snacks. Children benefit from daily opportunities to be physically active in the fresh air. This helps to promote their good health and well-being.
- Partnerships with parents are strong. Parents are very complimentary about the quality of care and education their children receive. Electronic communication is effectively used to share information and build connections between the families of children who attend. The childminder knows the children and their families well. She is well informed about children's life and routines outside her care. This helps to ensure a truly shared approach to children's care and learning.
- The childminder is well organised and manages her setting well. She is committed to providing high-quality provision, and reflects on all aspects of her childminding. She is aware that opportunities for her professional development have been limited during the COVID-19 pandemic.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a satisfactory understanding of her role and responsibility regarding child protection. She has a written policy and relevant contact details. This means she can implement appropriate procedures without delay if she is concerned about a child's welfare. The childminder implements effective risk assessments to keep children safe in her home and while on outings. Age-appropriate explanations help to raise children's awareness of how they can help to keep themselves safe.

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

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

- extend the programme for professional development to help raise the quality of education to the highest level.

## Setting details

<b>Unique reference number</b>	313038
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10112838
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	5 June 2019

## Information about this early years setting

The childminder registered in 1998 and lives in the Broadgreen area of Liverpool. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Vickie Halliwell

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided. She assessed the impact these activities had on children's learning. She discussed with the childminder how the curriculum is planned and implemented.
- The inspector looked at relevant documentation and evidence of the suitability of adults living on the premises.
- The inspector spoke to the childminder and the children at convenient times throughout the inspection.
- The inspector took account of the views of parents.

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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