

Childminder report

Inspection date: 23 August 2022

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 friendly childminder provides a nurturing and homely environment for children. She has high expectations for all children. The childminder prioritises building children's emotional well-being and confidence, particularly due to the impact of the COVID-19 pandemic. The childminder teaches children about a range of emotions. For example, they discuss what they could do if they are feeling happy, sad or embarrassed. This helps children to understand and express their emotions. Children are happy, settled and make good progress. Overall, they behave well and show they are secure in the childminder's care. For example, they cuddle her when they are feeling tired or upset. Children form positive relationships with the childminder. They are kind and considerate towards each other. For example, older children help to gently push a pushchair to help babies go to sleep. The childminder listens attentively to children. This helps to build their self-esteem and self-worth.

Children access a wide variety of toys independently. Toddlers beam with delight as they hold drumsticks and beat the xylophone. Older children enjoy making music on the guitar. The childminder teaches children new words, for example, by singing nursery rhymes and sharing stories. Babies giggle with glee as they roll cars to the assistant and clap their hands.

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

- The childminder establishes positive relationships with parents. She seeks the views of parents when considering the evaluation of her setting. Parents are very happy with the service provided. They praise the childminder for providing 'regular, detailed and insightful' feedback about children's learning each day. They are grateful for the stimulating environment the childminder provides. The childminder has forged relationships with other settings that children attend. However, she does not share information about children's development with them in order to provide greater continuity in children's learning.
- The childminder provides opportunities that support children's growing independence. For example, children put their own shoes and coats on. Older children manage their own personal needs, such as toileting. This helps to prepare children for the next stage in their learning.
- Children learn about similarities and differences between themselves and others. The childminder teaches children about the dynamics of different families. She celebrates a range of festivals throughout the year with the children. This helps children learn about differences within the wider community.
- Children enjoy an inspiring selection of well-organised activities. For example, they grow their own herbs in the childminder's garden. Children become engrossed in their play as they solve problems to discover which materials are

magnetic. This helps children to gain an understanding of their world.

- Children's physical development is promoted well. They practise their balancing skills outside. Children learn to catch and kick balls in the garden. They are enthralled as they use foot pumps to blow up balloons. The childminder takes children on trips to explore local parks and woods. This helps to further develop children's large-muscle movements. Children trace around letters with wooden sticks and their fingers. This helps to develop their small-muscle control in readiness for writing.
- The childminder understands how children learn and what interests them. She monitors the children's progress closely and quickly identifies any gaps in their learning. However, the childminder has not fully considered ways she can support her assistant to enhance his skills to the same level.
- The childminder promotes children's mathematical skills spontaneously. Children excitedly count backwards from ten to zero before they release the balloons into the living room. They are encouraged to recognise colours and numbers within their environment.
- Overall, children's behaviour is good. They play well with their friends and share toys with support. However, the childminder and her assistant do not always make their expectations for children's behaviour clear. For example, children do not always understand what is expected of them during tidy-up time, which results in the childminder tidying up for them. During snack time, children become confused with which foods they are able to share with their friends.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of the signs and symptoms of abuse, including the risk of being drawn into extremist behaviours. They know the action to take should they have any concerns about a child's welfare. The childminder and her assistant attend regular safeguarding training. They ensure that they remain up to date with any changes to legislation. The childminder conducts daily risk assessments and teaches children about hazards in the environment in order to help keep them safe.

What does the setting need to do to improve?

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

- make expectations regarding children's behaviour clear and apply them consistently
- enhance ongoing communication with other settings that children attend to ensure greater consistency in children's learning
- find even more ways to support your assistant through supervision and appraisals, to continue developing their already good practice.

Setting details

Unique reference number	306168
Local authority	Wirral
Inspection number	10128952
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	12
Number of children on roll	8
Date of previous inspection	10 December 2015

Information about this early years setting

The childminder registered in 1996 and lives in Heswall, Wirral. The childminder works with an assistant. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- An observation of an activity was carried out and the inspector and the childminder discussed this afterwards.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's training.
- Parents' views were taken account of by the inspector.
- The inspector held discussions with the childminder and children at appropriate times during 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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