

# Childminder report

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Inspection date: 3 November 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	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy attending this warm and welcoming provision. They separate from their parents with ease and quickly become absorbed in activities. Young children are developing close and positive bonds with the childminder. She is kind and caring in her approach, which helps develop children's confidence and promote high levels of self-esteem. Children are happy, settled, safe and secure.

Children enjoy being creative. They begin to make marks as they experiment with paint. Young children love being outdoors where they are supported to develop their large-muscle skills. For example, the childminder patiently helps children learn to climb the steps of the slide. She repeats this activity several times so that children are able to do this independently. They giggle in delight as they slide down and the childminder praises them for their efforts.

Children are beginning to understand routines and what is expected of them. They behave well for their age, as the childminder models how to share resources and to take turns. The childminder is aware of the continuing impact of the COVID-19 pandemic. She ensures that children are able to attend local groups, such as play sessions, so that they are able to develop their confidence in social situations.

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

- The childminder has worked very hard to address the actions and recommendations raised at her last inspection and has made positive changes. She has sought advice from the local authority and has attended training to help strengthen her knowledge, skills and understanding. For example, the childminder has recently completed a food hygiene course. The childminder is keen to improve her practice, raise the quality of her provision and sustain the positive adjustments she has already made.
- The childminder offers flexible settling-in sessions to help children become accustomed to their new environment. However, while the childminder does gather some pertinent information about children's care routines and their interests, she does not yet focus precisely on children's existing skills and knowledge. This means she is not always able to plan purposefully and build sequentially on children's learning.
- Children explore the environment with increasing confidence. They initiate their own learning as they independently select what they would like to play with. For example, children enjoy playing with cars and blocks. However, on occasion, the childminder interrupts children's learning to initiate routines, such as snacktime. This means that sometimes children's concentration and learning is interrupted.
- Children have plentiful opportunities to learn about the natural world around them and the community in which they live. They visit places of interest, such as

local parks, farms, libraries and shops. The childminder uses these opportunities to teach children about the world around them and the similarities and differences of people living in the world. This prepares children well for life in modern Britain.

- Children are supported extremely well to develop their communication and language skills. The childminder continuously narrates children's play which helps to ensure that children hear a rich variety of vocabulary. She uses labelling, description and repetition to aid children's understanding further. In addition, the childminder skilfully uses simple sign language to support those children who do not speak English as their first language.
- The childminder develops young children's early understanding of mathematics well. As children play, she uses number names and sings number songs. She models language of size such as 'tall' and 'short' when children build towers. When children look at autumnal objects the childminder talks about the 'big' fir cone and the 'small' conker. This practice helps children to develop essential skills and knowledge for their future learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of her role and responsibility in protecting children from harm. She confidently describes the actions she would take if she had concerns about a child's welfare. She is able to explain the procedure she would follow, if an allegation was made against her or a household member. The childminder attends safeguarding training to ensure that her knowledge and skills remain up to date. Likewise, she ensures that her assistant, who she occasionally works with, maintains his knowledge and skills in safeguarding and first aid. The childminder has developed a thorough risk-assessment procedure and has taken necessary steps to minimise potential hazards. This helps to ensure that children are able to play in a safe environment.

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

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

- gather more precise information from parents to include children's existing skills and abilities, to further enhance the planning of activities and support their good progress
- recognise when children are engrossed in activities so that their learning is not unnecessarily interrupted.

## Setting details

<b>Unique reference number</b>	EY486360
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10243992
<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 6
<b>Total number of places</b>	12
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	10 May 2022

## Information about this early years setting

The childminder registered in 2015 and lives in Liverpool. She operates all year round, from 8am to 7pm, Monday to Friday, except bank holidays and family holidays. The childminder occasionally works with an assistant.

## Information about this inspection

### Inspector

Karen Cox

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector observed an activity and discussed the impact of this on children's learning.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The childminder provided the inspector with a sample of key documentation, including the suitability of adults living in the household, first-aid certificates and relevant policies and procedures.

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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