

# Childminder report

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Inspection date: 19 December 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	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Children arrive at the childminder's calm home with eagerness to learn and play. They make friends and build a trusting relationship with the childminder. Children learn that they are special individuals, and that how they choose to play is valued by the childminder. They feel safe and protected in the childminder's care.

Children delight in joining the well-considered play and learning activities that the childminder arranges. For instance, children choose their favourite songs from a special tin of puppets and props that the childminder provides. They sing their much-loved songs with passion, because the childminder regularly tells them of their beautiful singing voices. Younger children squeal with excitement as they know what is coming next when they sing about the spider that crawls on their arm, head, or knee. Children learn sophisticated new words from the childminder, such as 'moderation', when discussing how infrequently they should eat doughnuts and biscuits. They develop strong muscles in their fingers and hands as they use small tools to spread glue.

Children behave very positively towards one another. This is because of the childminder's gentle, positive guidance and her high expectations. Children rehearse their daily promise to have 'kind hearts, kind hands and kind thoughts'. Children are polite. They know to say thank you to show their appreciation when other children share toys.

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

- In the main, the childminder has carefully considered what she wants the children to learn by the time they leave her care. She teaches children to be independent, confident learners who make friends easily. The childminder takes children on frequent outings to build their knowledge across the curriculum, such as to learn about the history of the 'Giant of Hale'.
- The childminder supports children who show an interest in writing their own name. For example, she gives younger children lots of support and practise to hold a pencil with a firm, three-fingered grip. Older children learn how to write their names accurately when they self-register on arrival at the childminder's home. This prepares them well for their later move to school.
- The childminder generally organises her curriculum well. For example, she supports children to follow their own interests. However, at times, the childminder does not focus enough on the essential knowledge that she will teach. This means that some of children's learning is not extended to the highest level.
- Children know many different fiction and non-fiction books well. The childminder intentionally displays books and connected resources, such as puppets at

children's level to entice them to come and read. She helps children to remember important phrases from familiar books by frequently re-reading them to children over and over. Children love listening to her storytelling. They recall key storylines and characters in books with accuracy and enthusiasm.

- The childminder talks often with children through meaningful, back-and-forth conversations. She poses interesting questions at the right moment to develop children's ability to think. However, the childminder is unclear about how to accurately say to children the sounds that letters represent. This prevents children from learning letter sounds when they are ready to begin to read.
- The childminder's uses books, such as 'The Colour Monster', to hold in-depth conversations with children about different feelings. Her skilful work helps them to manage their own behaviour well.
- The childminder uses her comprehensive knowledge of how children typically gain physical and mental skills to assess how well they are developing. This helps her to notice when children may have special educational needs and/or disabilities. As a result, and in partnership with parents and carers, the childminder makes referrals to specialist agencies to arrange tailored support for individual children's needs.
- Parents are delighted to leave their children in the care of this childminder. The childminder keeps them well informed about the array of learning activities that she has organised. This helps parents to support learning at home.
- The childminder helps children to understand how to live healthily. For instance, she ensures that children gain a good understanding of how to stop the spread of viruses. Children are confident in looking after their own care needs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the children in her care very well. This helps her to promptly identify any concerns about their welfare and safety. She is knowledgeable about the possible risks that children face. The childminder makes sure that she attends up-to-date safeguarding training, and that she follows proper procedures to report any concerns. The childminder ensures that her home is safe and secure. She is well-informed about the support that local children's centres offer. The childminder effectively signposts parents to other services to provide them with appropriate support.

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

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

- improve knowledge of the sounds that letters represent, so the children hear the correct pronunciation of letter sounds
- give more thought to what knowledge children will be taught and when.

## Setting details

<b>Unique reference number</b>	2594935
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10263876
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	3
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Liverpool. The childminder operates from 7.30am to 5.30pm, Monday to Thursday, term time only.

## Information about this inspection

### Inspector

Andrea Vaughan

### 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 provider and has taken that into account in their evaluation of the setting.
- The inspector held discussions with the childminder during the inspection about her curriculum, teaching and arrangements for the care and safeguarding of children.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector spoke with children to find out about their time with the childminder.
- The inspector considered testimonials provided by parents. The inspector also spoke with some parents.
- The childminder and the inspector completed a learning walk.
- A range of documentation was reviewed by the inspector, including examples of the childminder's training certificates.

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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