

# Childminder report

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Inspection date: 7 February 2023

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

### **The provision is good**

The childminder creates a loving and caring environment. Children are happy and settled here. The childminder has built positive relationships with children. She provides children with plenty of cuddles when they seek reassurance. Children demonstrate that they feel safe and secure here.

Children behave well. They are excited to take part in adult-led activities. Children are motivated to explore their environment. Children say, 'I love this,' as they take part in their daily exercise session. They enjoy jumping, balancing, stretching and dancing to action songs. This helps to develop children's large-muscle movements. There is a strong focus on developing children's communication and language skills. The childminder skilfully introduces new vocabulary as she reads children stories, sings songs and plays with them. She encourages children to share their own experiences as they talk about what is happening in the pictures in stories. This helps children to become confident communicators.

The childminder has high expectations for all children. She encourages children to take turns as they choose a song they would like the group to sing together. She encourages children to use their manners as she hands out their cups of water.

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

- The childminder provides a broad and balanced curriculum. She knows what children can do and what they need to learn next. Children make good progress from when they first start. They learn skills that prepare them for the next stages in learning and eventual move to school.
- The childminder takes children on a range of outings. For example, she takes them to the garden centre to choose seeds to grow in the garden. Children walk to local shops to choose food and pay for it themselves. The childminder takes children on walks around the local area and to parks. These opportunities help children learn about the wider world.
- Parents are happy with the service the childminder provides. They praise the childminder for the variety of both indoor and outside activities she plans for children. The childminder supports parents to further extend their child's learning at home. For example, children choose books to take home and share with their parents. This helps parents to extend children's literacy skills further.
- The childminder is a positive role model. She encourages children to share all of the toys and resources. She reminds them that 'sharing is caring'. When disputes do occur, the childminder deals with them effectively. This helps children to make progress in their social development.
- Children are kind and caring. They applaud when other children learn new skills, such as singing the days of the week song to the group. Children listen

attentively to the childminder. They follow her instructions very well during tidy-up time. The childminder praises children for their excellent listening skills. This helps to build up their self-esteem.

- The childminder ensures that children have daily exercise and fresh air. Although she provides healthy and nutritious food for children, the childminder does not consistently use opportunities to teach children about the importance of making healthy choices and how this contributes to their overall health and well-being.
- Children are motivated to learn. They gain positive attitudes to learning. Children spend long periods of time completing their own jigsaws. When they find it challenging, they persevere and carry on trying. Children smile with delight as they add flour to their own play dough mixture. They roll out the play dough and use cutters to form 'cookies', which they pretend to cook in the oven. This helps to build up children's small-muscle movements.
- The childminder teaches children about different cultures. She introduces a range of festivals to children. The childminder talks to children about the dynamics of different families. This helps children learn about the similarities and differences between themselves and others.
- Older children begin to manage their own personal care needs, such as toileting and handwashing. However, the childminder does not always provide opportunities to further develop children's growing independence. For example, the childminder sometimes feeds children at lunchtime and wipes their faces and hands after meals without encouraging them to have a go.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe. She is aware of the signs that may indicate a child is at risk of harm. The childminder is aware of the procedure to follow should she have a concern about a child in her care. The childminder completes ongoing risk assessments to help her provide a safe environment for children in her home. Children are encouraged to keep safe within the home, for instance by tidying toys away before starting a new activity. The childminder teaches children about road safety when they go on their daily outings.

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

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

- enhance children's understanding of the importance of making healthy lifestyle choices
- provide further opportunities to enhance children's growing independence.

## Setting details

<b>Unique reference number</b>	EY412083
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10276658
<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>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	26 July 2017

## Information about this early years setting

The childminder registered in 2010. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. She occasionally works with an assistant.

## 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 childminder.
- 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 observed the quality of education being provided. She assessed the impact that activities had on children's learning.
- Parent views were taken into account by verbal feedback.
- The inspector discussed with the childminder how the curriculum is planned and implemented.

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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