

# Childminder report

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Inspection date: 19 July 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	Requires improvement
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## What is it like to attend this early years setting?

### The provision is good

Children have formed loving bonds with this caring childminder. They confidently wave goodbye to their parents and immediately engage with the range of resources available. Children respond positively as the childminder makes suggestions about the activities that they might enjoy taking part in. Children of all ages are keen to interact with the childminder. They smile as she excitedly praises them for their achievements. Children feel safe and secure.

Children are exposed to a range of rich vocabulary through the experiences that the childminder offers. Babies learn the names of animals as they play with farm toys. They listen carefully and repeat the words the childminder uses as she explains that the animals live on the farm. Older children have many two-way conversations with the childminder. Children of all ages enjoy singing and know many nursery rhymes from memory. Children make good progress in their communication and language development.

Children interact positively with each other. They collaborate as they work together to build a tall tower and laugh as it falls over. The childminder has high expectations of children's behaviour. She calmly supports children as they learn how to share and to take turns. Children understand the rules and routines that are in place. For example, they independently tidy away the toys before snack time. Children behave well and make good progress in their personal and social skills.

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

- The childminder gathers detailed information from parents about their children's interests and developmental milestones. She considers the individual needs and next steps of each child when planning activities. The childminder uses questioning and commentary to maintain children's attention and to support them in their learning. Children focus for long periods of time and see activities through to their completion. All children make good progress in their learning over time and are well prepared for the next stage of their education.
- Children access a curriculum that is rich in cultural capital to prepare them for the future. The childminder regularly takes children to the beach, the forest and to the museum. She exposes children to new experiences, such as fruit picking. These opportunities promote positive attitudes to learning and help to broaden children's knowledge of the world around them.
- The childminder has daily communication with parents and informs them about the activities and learning experiences that their children have accessed. She shares ideas with parents about how they can extend their children's learning at home. Parents say that their children's rates of progress have accelerated since they started attending. They state that they are 'amazed' at the new knowledge

and skills that their children have learned from their time with the childminder. Partnership working with parents is supporting children to make good progress in their learning.

- Children's mathematical development is consistently promoted. The childminder introduces mathematical language as children play. She explains the size, position and shape of the resources that children use. She sings number songs and encourages children to predict how many ducks will be left in each verse of the song. Children demonstrate a secure understanding of early mathematical concepts.
- The childminder teaches children to manage their own personal needs. Children have access to individual bottles of water, which they access throughout the day. They learn to feed themselves at snack time and to wipe their own hands and faces. Children choose the resources they need in their play and tidy these away when they have finished. The childminder provides children with opportunities to practise opening and closing zips, buckles and buttons. Children are becoming increasingly independent.
- Since the last inspection, the childminder has accessed some professional development opportunities. This has supported her to design a curriculum that builds on children's knowledge sequentially over time. However, at times, the childminder is not confident to adapt her teaching in the moment to further extend children's learning or to address their misconceptions. There is scope for the childminder to seek professional development opportunities that focus more sharply on this, so that the quality of teaching is of a consistently high standard and continues to improve over time.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the childminder has completed a paediatric first-aid course. The childminder understands her responsibility to protect children. She recognises the signs of abuse and knows how to respond to any concerns she may have about children in her care. The childminder knows how to respond should there be any allegations made towards her, or a household member. The childminder ensures that she supervises children closely when taking children on outings.

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

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

- seek professional development opportunities that focus more sharply on how to adapt in the moment to extend children's learning.

## Setting details

<b>Unique reference number</b>	EY555114
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10251906
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	27 July 2022

## Information about this early years setting

The childminder registered in 2017 and lives in Norris Green, Liverpool. She operates all year round, from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

## Information about this inspection

### Inspector

Liz Dayton

### 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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents and grandparents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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