

# Childminder report

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Inspection date:

20 October 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### The provision requires improvement

The childminder accurately assesses children's speech and language development. However, she does not always use information from assessment to give the children the extra help they may need. Therefore, gaps in children's communication skills are not always acted upon or addressed in a timely manner.

Some aspects of the childminder's curriculum are strong, which positively supports children's learning. However, her knowledge of how to provide a consistently sequenced curriculum is not secure. For example, at times, the childminder provides activities that are a little too challenging for children's capabilities. This means children are not building their knowledge and skills in the right order. As a result, they are not making the best possible progress in some aspects of their learning.

A strength of the childminder is her kind and nurturing attitude towards the children. She gives children reassuring cuddles as they arrive and offers lots of praise and encouragement. As a result, children have formed close relationships with her. Children show some enthusiasm in their learning. They playfully interact with the childminder as they stand at the mirror and imitate her actions. This generates lots of giggles and excitement.

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

- Since the previous inspection, the childminder has taken some steps to make improvements. She has organised her home and equipment so that children have a varied range of learning opportunities. The childminder also has systems to obtain the required information about children in her care. This helps to ensure efficient management of her provision.
- Due to gaps in the curriculum, children do not always gain skills in a sequential manner. For instance, the childminder tries to teach young children how to hold a pencil using their fingers and thumb. However, she does not recognise they do not have the skills to enable them to do this comfortably. This does not help children to make the best possible progress.
- The childminder has good intentions in helping children to build on their language development. However, she does not always ensure that children who need extra help in this aspect of learning are supported effectively. For example, the childminder does not have strategies in place to promptly address gaps in their communication skills. This increases the risk of children falling behind.
- Children's early mathematical skills are well supported. The childminder provides opportunities for them to gain skills in counting. For example, she introduces lots of counting songs throughout the day and children are eager to join in.
- Children enjoy looking at books. They invite the childminder to read to them and

excitedly turn the pages as they share a favourite story. This helps children to develop a love of literacy.

- The childminder has developed positive relationships with parents. She shares information about their children's care needs, which keeps parents up to date. The childminder also provides parents with information on how to promote their children's oral health. This helps to extend children's good health at home.
- The childminder gently reminds children to say 'please' and 'thank you', which helps children to learn manners from a young age. The childminder is also a good role model and is courteous towards children. This helps children to develop a positive sense of themselves and others.
- The childminder helps children to develop their big muscles. For instance, she takes children to a local yoga group and forest school. During these activities, children have opportunities to develop skills such as climbing, running and coordination. Children also visit the childminder's allotment and pick home-grown vegetables. This helps to promote children's awareness of healthy foods and the world around them.
- Children have many opportunities to learn about the similarities and differences between themselves and others. The childminder researches when events for other cultures are being celebrated. She uses this information to give children an understanding of how people commemorate different celebrations. The childminder also introduces children to different foods so they can experience tastes, textures and cuisines from around the world.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding training. She is aware of the procedures to follow if an allegation is made against her or a household member. The childminder is aware of the needs in her local community. This helps to ensure that she is alert to any safeguarding issues that may be prevalent in her area. The childminder closely supervises children during outings. She also teaches them about road safety and stranger danger. This helps children to learn how to keep themselves safe.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
implement effective procedures to address any gaps in children's speech and language development	30/11/2023

ensure professional development is targeted to gain a clear knowledge and understanding of how to provide a sequenced curriculum for children.	30/11/2023
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## Setting details

<b>Unique reference number</b>	EY466966
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10303978
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	27 June 2023

## Information about this early years setting

The childminder registered in 2014 and lives in Aigburth, Liverpool. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Alison Tranby

### 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 provider.
- The childminder showed the inspector the premises. She discussed how she completes her risk assessments to ensure all areas are safe.
- The childminder and the inspector evaluated an activity and discussed the childminder's intentions for children's learning and the impact on their learning.
- Interactions between the childminder and the children were observed by the inspector, who also spoke to the children throughout the inspection.
- The childminder discussed with the inspector the action she has taken to improve since the previous inspection.
- Relevant documents were reviewed by the inspector, including children's information records.

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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