

Inspection date	12 March 2015
Previous inspection date	1 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder uses observation, assessment and planning systems effectively to track children's progress and plan further activities to prepare them for the next stage of their learning.
- The childminder and her assistant constantly talk to children and engage in their play, which helps to develop their language and communication skills.
- The childminder and her assistant have a secure understanding of safeguarding and child protection practice, which enables them to promote children's well-being and keep them safe from harm.
- The relationships between the childminder, her assistant and children are good. Children enjoy the support they offer and find their presence reassuring when presented with new challenges.
- The childminder has strong partnerships with parents. Information is shared and the two-way flow of communication has a positive impact on meeting children's needs.

It is not yet outstanding because:

- There are less opportunities in the learning environment for children to understand that print carries meaning.
- The childminder has not yet fully considered all possible ways to share and model best practice between herself and her assistant.

What the setting needs to do to improve further

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

- increase opportunities for children to observe print in the learning environment, for example, through visual displays to promote recognition of; and the understanding of words and numbers
- develop mentoring and effective teaching strategies, for example, by undertaking peer observations, so that expertise can be shared in order for children to make the best possible progress.

Inspection activities

- The inspector observed children taking part in activities.
- The inspector viewed all areas of the premises used for childminding.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector viewed and discussed with the childminder a sample of documentation and discussed self-evaluation.
- The inspector checked evidence of qualifications and the suitability of the childminder and her assistant.
- The inspector conducted a joint observation with the childminder.

Inspector

Kellie Lever

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder and her assistant demonstrate a good understanding of child development and how children learn. As a result, the quality of teaching is good and children's progress is supported across the seven areas of learning. Children are relaxed and thrive in the joyful learning environment. For example, children happily sing along to background music, as they play and identify songs that are sung in different languages. Younger children dig for treasure in the mud and older children look for different bugs. As a result, children explore their natural environment and develop their knowledge of the world around them. Children reinforce their mathematical skills as the assistant encourages them to count how many green bottles there are. However, there are few visual displays of words or numbers for children to maximise their learning and understand that print carries meaning.

The contribution of the early years provision to the well-being of children is good

Children settle well with the childminder when they first start. This is because parents share information about their child's care routines and stage of development. Robust risk assessments are in place. This means children are safe in the childminder's home, and when on trips to local schools and the wider community. Children are taught to cross the road safely when going out. This enables children to develop a sense of personal safety. Children are encouraged to be independent in their self-care needs, such as putting on their coat, shoes and serving themselves at meal times. Children confidently take turns, play together and follow instructions. This helps them to develop good social skills and prepares them well for school. Children enjoy spending time outdoors. They climb slides, use ride-along toys and balance on wooden beams. As a result, children are active and develop their physical skills effectively.

The effectiveness of the leadership and management of the early years provision is good

The childminder understands the requirements of the Early Years Foundation Stage and fulfils her responsibilities for protecting children in her care. A range of comprehensive policies and procedures are in place that underpin her good practice. She has a good level of knowledge, gained through her childcare qualification. The childminder uses this and her experience to sufficiently mentor her new assistant. She has recently begun to monitor his practice and they both attend training events to develop their knowledge and skills further. However, she has not yet fully considered all the possible ways to share and model best practice with her assistant, to raise the quality of teaching further. The childminder continually strives for improvement. She is part of a childminder network and links closely with her development officer for advice and support. This has led to improvements in the outcomes for children's learning. Feedback from parents and children demonstrate how much the childminder and her assistant are highly valued. The childminder takes into account all suggestions that are given, to continue to identify and address areas for future improvement.

Setting details

Unique reference number	313064
Local authority	Knowsley
Inspection number	868126
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	24
Name of provider	
Date of previous inspection	1 December 2009
Telephone number	

The childminder was registered in 2001. She lives in the Prescot area of Knowsley and works with an assistant. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except on bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

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