

<b>Inspection date</b>	31 March 2015
Previous inspection date	22 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder provides a stimulating and well-resourced learning environment, which encourages children to explore confidently, and engage in play and learning activities.
- Children are eager and motivated to learn, and make good progress considering their starting points.
- Children are kept safe and protected from harm, as the childminder regular undertakes risk assessments in her home and on outings, to ensure that risks are identified and minimised.
- The childminder demonstrates a good understanding of safeguarding issues and is aware of the procedures to follow, should she have concerns over the safety of a child in her care.
- The childminder works closely with parents and other settings that the children attend, sharing information to support a consistent approach to children's care and learning.
- The childminder demonstrates a strong commitment to improving her practice. She attends regular training, and takes account of the views of parents and children when evaluating her provision.

### It is not yet outstanding because:

- The childminder does not always make the most of opportunities to develop children's understanding of mathematical concepts, in their play and everyday activities.
- Opportunities to promote and develop children's independence and self-help skills during everyday activities are sometimes missed. As a result, children have fewer opportunities to make choices and challenge themselves.

## What the setting needs to do to improve further

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

- maximise opportunities for children to develop their mathematical skills, by providing more opportunities for them to practise their counting and numbers, in all areas of their play and everyday activities
- develop children's independence and self-help skills, for example, by providing opportunities for them to serve themselves at snack and lunch times.

### Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed activities and interactions between the childminder and children during play, and at snack and lunch times
- The inspector carried out a joint observation with the childminder.
- The inspector looked at documentation, including children's records, risk assessments, certificates, policies and procedures, and evidence of the suitability checks for all adults living in the household.
- The inspector took account of the information provided in the childminder's self-evaluation document, and from written comments from parents.

### Inspector

Susan Hopper

## Inspection findings

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

The childminder has a secure understanding of the Early Years Foundation Stage and how children learn. The quality of teaching is consistently good. The childminder uses detailed observation records, and her knowledge of the children's interests, to plan a wide variety of activities, covering all areas of learning. Children are able to select toys and equipment they wish to play with, from the wide range of good-quality resources. The childminder supports children's language development well, by maintaining a supportive narrative throughout activities and asking appropriate questions. However, opportunities to develop mathematical knowledge and counting skills are sometimes missed, as the childminder does not always engage the children in counting activities related to their play. Parents are kept well informed about children's learning and development. All parents are encouraged to contribute information and observations to the children's records and to support their learning at home. The childminder uses effective systems to keep parents informed about their children's learning and development.

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

The childminder collects detailed information from parents before children start at the setting. She uses this information, and well-planned settling-in sessions, to ensure that all children settle quickly. As a result, children are happy and form secure relationships with the childminder, which promotes their confidence, self-esteem and well-being. Children behave well and understand daily routines and boundaries. The childminder teaches the children how to keep themselves safe, by organising regular fire practices and reminding them to hold hands when crossing roads. Children have daily opportunities to be physically active and enjoy the benefits of fresh air and exercise. However, sometimes opportunities to promote children's independence and self-help skills are missed. For example, the childminder sometimes does too much for the children and they are not encouraged to serve themselves at snack and lunch times. Children attend playgroup sessions which helps to develop their social skills. They develop positive attitudes to others and to learning, which helps to prepare them for the next stage in their learning.

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

The childminder's home is safe and welcoming. The childminder has a thorough knowledge of her responsibilities, under safeguarding and welfare requirements. She monitors the educational programmes for children's learning to ensure that all children make good progress. The childminder uses self-evaluation procedures to identify strengths and weaknesses of her setting, and to plan further improvements that will benefit the children. The childminder regularly accesses further training to enhance her development and practice, such as a level 3 qualification, which has had a positive impact on children's experiences. She ensures that her mandatory training is kept up to date, so that children are kept safe and protected from harm. The childminder uses skills learnt on recent training to help her to identify children's early learning needs.

## Setting details

<b>Unique reference number</b>	EY409286
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	850987
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22 February 2011
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in Liverpool. The provision operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder takes and collects children from the local schools. She has a relevant qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

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