

Childminder Report

Inspection date

23 April 2015

Previous inspection date

3 November 2011

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

- Children are happy and settled due to the trusting relationships they have with the childminder and her co-childminder. They tune into the children's individual needs making sure that each child receives individual attention. This fosters children's emotional well-being well.
- The childminder has developed effective systems to observe, assess and plan for children's learning needs. Children's progress is tracked and reviewed on a regular basis. As a result, the childminder ensures children gain the skills they need for the next stage in their learning, including school.
- The childminder builds on her existing qualification in childcare. She attends additional training workshops, networking events and works closely with other childminders. As a result, the childminder's knowledge is constantly improving, and results in children making consistently good progress.
- Children are safeguarded well, as the childminder has good knowledge of how to protect them and of the correct procedures to follow, should she have concerns. She meets all of the requirements of the Early Years Foundation Stage and has a range of robust written policies and procedures in place. As a result, all children's needs are met.
- Children experience a wide range of interesting experiences outside of the setting. They attend regular toddler groups, visit local parks and woods. As a result, children have good social skills and become motivated and active learners.

It is not yet outstanding because:

- The childminder does not make best use of mark-making materials in the outdoor area, because they are not always accessible to children, in order for them to spontaneously develop their early writing skills.
- Parents are not always well supported to understand the importance of sharing information with other professionals, such as health visitors.

What the setting needs to do to improve further

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

- extend the opportunities for children to develop their early writing skills in the outdoors, for example, by having mark-making materials accessible to children at all times, so that they can practise their writing skills in a playful way
- build further on the good partnership working with parents, for example, by ensuring that they understand the importance of sharing relevant information with other professionals, such as health visitors.

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 co-childminder, 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, her co-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 has a good knowledge of child development and how children learn. As a result, the quality of teaching is good. She provides for each area of learning and development through planned purposeful play. Activities are flexible and responsive to children's interests and needs. For example, as young children play with blocks the childminder takes the opportunity to extend their mathematical language using words, such as, more, lots and few. Older children's imagination skills are extended well. For example, the childminder sits alongside them and together they use props and other toys to act out a fairy tale. This supports children's individual needs well, through providing spontaneous learning opportunities. However, children do not always have these opportunities outdoors as some resources, such as writing equipment are less accessible. Consequently, this prevents children from spontaneously mark-making or practising their early writing skills.

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

The childminder has created a welcoming, organised environment for children both indoors and outdoors. She works closely with parents and offers flexible settling-in sessions. As a result, children settle well, and are happy and secure in their new environment. Children access the garden frequently for play in the fresh air. Children have opportunities to be active as they run around and ride-on push along toys. The childminder encourages children to take risks in their play. For example, younger children independently climb large slides. The childminder stands close by and gives encouragement and congratulates children on their achievements. As a result, children have high levels of self-assurance, and have the confidence to challenge themselves. The childminder encourages children to be kind to each other and to take turns. Consequently, this helps children learn to manage their own behaviour.

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

The childminder works alongside another childminder and an assistant is available if she is ever needed. The childminder understands her responsibilities while working with an assistant by providing relevant information and training, in order for them to effectively promote children's care and learning needs. Partnerships with parents are good, and the childminder has knowledge of working with other professionals if required. However, the childminder does not always support parents, with their understanding of the importance of sharing information about their child's development with other professionals, such as health visitors, to further support children's development. The childminder and her co-childminder effectively evaluate their provision. They have a clear vision for improvements and address areas for development. This means that children benefit from good quality care and learning and the provision is consistently evolving and improving.

Setting details

Unique reference number	EY426234
Local authority	Liverpool
Inspection number	852661
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	13
Name of provider	
Date of previous inspection	3 November 2011
Telephone number	

The childminder was registered in 2011. She works with another childminder and occasionally an assistant in Aigburth, Liverpool. The childminder operates her service from the other childminder's home, all year round, from 8am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate childcare qualification at level 3.

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