

Childminder Report

Inspection date

7 May 2015

Previous inspection date

24 June 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

- The childminder's home is warm and welcoming. Children enjoy happy and affectionate relationships with the childminder and her assistant.
- Children are confident, enthusiastic learners. They are able to select toys and equipment they wish to play with from a wide range of good quality resources.
- Children's good health and physical development are well supported. They enjoy healthy snacks and meals, and spend long periods outdoors playing in the well planned garden area.
- 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 and benefit from individual learning and care plans.
- Partnership working with parents is strong. Parents are kept well informed about their children's learning and development, and are provided with activity folders to complete at home with their children. The childminder uses home visits to learn more about individual children's medical and learning needs.
- Children are effectively safeguarded. The childminder and her assistant have a secure understanding of child protection and know the procedures to follow should they have a concern about a child's well-being.

It is not yet outstanding because:

- Opportunities for children to practise and develop their early writing skills in all areas of their play are not always actively promoted.
- The childminder has not fully explored the use of monitoring and supervision systems to develop further the practice of her assistant.

What the setting needs to do to improve further

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

- provide more opportunities for children to practise and develop their early writing skills by, for example, including writing materials and resources in all areas of their play
- develop further the use of monitoring and supervision systems to support and improve further the practice of the assistant in her work with children.

Inspection activities

- The inspector observed activities indoors, outside and during lunch and snack times.
- The inspector spoke to the childminder, her assistant and children, at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records, planning documentation, risk assessments, certificates, policies and procedures.
- The inspector checked evidence of suitability of adults living on the premises, and the childminder's and her assistant's qualifications.
- The inspector took account of the views of parents, and information provided in the childminder's self-evaluation document.

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 uses detailed observation and tracking records to identify next steps in children's learning, and to plan appropriate and challenging activities. Children with special educational needs and/or disabilities are well supported. The childminder works closely with parents and other professionals to identify and support individual children's needs. All children are making good progress from their starting points. Children have access to a wide range of learning experiences and they are encouraged to explore the garden area and engage in activities of their choosing. For example, children enjoy playing in the play kitchen area, pretending to make cakes and scooping cereal into containers. The childminder supports the children well by asking open questions to develop their thinking skills. Children practise their counting skills during play activities by counting the number of frogs and fish they catch in their fishing nets. However, children have fewer opportunities to practise their early writing skills as writing materials and resources are not always freely available.

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

Children are happy and settled. They benefit from secure emotional attachments with the childminder and her assistant. Children behave well. They understand the routines and boundaries. Children take part in regular fire practices and learn about road safety when out on walks with the childminder and her assistant. Children are taught about the importance of washing their hands after using the toilet and before eating, and are encouraged to brush their teeth after snack time. Children are learning how to be independent and to help themselves. They are encouraged to put on their shoes before going outside to play, and to pour their own drinks and cut pieces of fruit at snack time. Children are developing their social skills and broadening their experience through attending play group sessions. They are well prepared for the next stage in their learning.

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

The childminder has a secure understanding of her role and responsibilities to meet the requirements of the Early Years Foundation Stage. She is knowledgeable about child protection and demonstrates a good understanding of assessing risks in the home and for outings. The childminder monitors the work of her assistant through observations and discussions. However, the childminder has not fully explored the effective use of monitoring and supervision procedures to support and develop further the practice of her assistant when working with children. For example, the assistant does not always use questioning skills effectively to develop and extend children's thinking. The childminder is committed to improving her practice and regularly reflects on her work. She attends training events and has completed a relevant level 3 qualification since the last inspection to improve further the quality of her practice for children. Parents contribute to self-evaluation procedures through regular questionnaires and children are encouraged to offer ideas and make suggestions. Targets for improvement are well planned.

Setting details

Unique reference number	EY411118
Local authority	Knowsley
Inspection number	851160
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	24 June 2011
Telephone number	

The childminder was registered in 2010. She works with another childminder and an assistant at her house in Knowsley. The childminder has a relevant qualification at level 3, and the assistant has a relevant qualification at level 2. The provision operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder supports children with special educational needs and/or disabilities.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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