

# Childminder Report

<b>Inspection date</b>	29 October 2015
Previous inspection date	24 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder understands her responsibilities in meeting the statutory requirements. She has implemented a range of effective strategies since the last inspection to drive improvement.
- The childminder effectively promotes children's language and communication in a variety of ways which contributes to their increasing confidence in expressing their views and ideas.
- The childminder and her assistant are good role models and work closely with parents to establish consistent behaviour-management strategies. Children behave well and play cooperatively together.
- Children are self-motivated and eager to play and learn. They are developing the skills and attitudes that help them to be well prepared for their next stages in learning and for school.

### It is not yet outstanding because:

- The childminder has not developed a highly targeted programme of professional development to ensure the quality of teaching and learning is continually improving.
- The childminder has not maximised opportunities to engage parents more fully in their children's learning.

## What the setting needs to do to improve further

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

- enhance the programme of professional development to ensure the quality of teaching and learning is highly focused and continually improving
- build on the strategies to engage parents in their children's learning to keep them well informed about the progress children make and provide ideas for parents to continue learning at home.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at children's records and a range of other documentation, including policies and procedures and the childminder's self-evaluation.
- The inspector looked at parental feedback documents and spoke to one parent during the inspection and took account of their views.
- The inspector spoke to the childminder, the childminder's assistant and children at appropriate times during the inspection.

### Inspector

Cath Palser / Sara Edwards

## Inspection findings

### **Effectiveness of the leadership and management is good**

The arrangements for safeguarding are effective. The childminder attends relevant training to ensure she knows what to do should she have concerns about the welfare or safety of children. The childminder regularly seeks the views of children and parents to help her identify areas to improve. She provides ongoing coaching and guidance to her assistant, to help raise the quality of teaching. The childminder monitors the progress that children make to ensure that any need for early support from other agencies is put in place. The childminder has established effective links with other professionals, including other settings that children attend. This helps provide a consistent approach to children's care and learning. All children, including disabled children and those with special educational needs are making good progress towards the early learning goals.

### **Quality of teaching, learning and assessment is good**

The childminder has high expectations of all the children. She offers resources and activities that provide each child with interest and challenge, and that effectively promote all areas of learning and development. The childminder knows children well and is responsive to the different ways that they learn. She changes tasks as they occur and adapts her teaching methods to support each child's ideas and inclinations. She introduces a range of appropriate strategies to promote children's literacy and communication skills. For example, she introduces new words to younger children and helps them to look for letters and pictures around the room. She carefully pronounces the word sounds using copying and repetition. Older children enjoy a range of early phonics activities. This contributes to children's growing confidence in early literacy, language and communication development. All children are confident, active learners who are prepared well for the next stage in their learning.

### **Personal development, behaviour and welfare are good**

The childminder and her assistant are warm and welcoming, and establish respectful partnership working with parents and strong attachments with the children. This helps children to settle in easily. Children show kindness and consideration to others and forge close friendships among themselves. The childminder plans the environment well so that all children can access the resources independently. She invites children to carry out small tasks, which contributes to their growing self-assurance and independence skills. Children are beginning to learn how to stay safe and healthy. Children take part in activities, such as growing fruit and vegetables, and composting their waste food. They learn how to use tools, resources and their environment safely. They thoroughly enjoy their time at the childminder's setting. They are confident and eager to play and learn as their physical and emotional well-being is met well.

### **Outcomes for children are good**

The newly introduced tracking documentation supports the childminder to evaluate the progress that children make and ensures that any need for early intervention can be identified promptly. This contributes to the good progress that children are making towards the early learning goals. Children acquire the skills they need for future learning.

## Setting details

<b>Unique reference number</b>	EY229455
<b>Local authority</b>	Sefton
<b>Inspection number</b>	1013539
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24 April 2015
<b>Telephone number</b>	

The childminder was registered in 2002 and lives in Southport. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. Her husband occasionally works with her as an assistant. The childminder has an appropriate childcare qualification at level 3. She supports a number of disabled children and those with special educational needs.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

