

# Childminder Report

<b>Inspection date</b>	31 March 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 is experienced and works effectively with her co-childminder. The childminder provides children with a warm, welcoming and well-resourced learning environment. Children make independent choices in their play and display high levels of confidence and self-esteem.
- The childminder organises a broad range of well-planned activities for children in her home and in the outdoors. Children are motivated, eager to learn and make good progress in their learning.
- Children attend many different groups, visit local playgrounds and parks. Additionally, they regularly attend educational sessions at the museum. This helps children to develop their physical skills and confidence away from the setting.
- The childminder meets the individual needs of children well. She provides children with a range of nutritious snacks and meals to promote a healthy diet. This helps to develop children's understanding of a healthy lifestyle.
- The childminder and her co-childminder demonstrate a commitment to continuous improvement. They actively seek and include the views of parents and children and prioritise improvements that will benefit children the most.

### It is not yet outstanding because:

- The childminder does not ask parents to share detailed information about what children can do when they first attend.
- The childminder does not make the most of every opportunity to extend children's vocabulary.

## What the setting needs to do to improve further

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

- gather more detailed information from parents about what their children can do when they first begin at the setting
- make the most of opportunities to extend children's vocabulary.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector checked the outdoor area was safe and secure.
- The inspector completed a joint observation with the childminder and discussed this with her.
- The inspector spoke to the childminder, her co-childminder and children throughout the inspection. She looked at relevant documentation, such as the childminder's self-evaluation, policies and procedures and evidence of the suitability of other adults who work and live with her in her home.
- The inspector took into account the views of parents made available from written references and questionnaires.

### Inspector

Donna Birch

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has attended safeguarding training and has a good knowledge of her roles and responsibilities to protect children and keep them safe. She has effective policies and procedures in place that underpin her practice well. These are understood and effectively implemented by her and her co-childminder. Her home is secure and the childminder conducts risk assessments for her home and for the outings she undertakes with children. The childminder attends courses to further support her continued professional development. She has formed good partnerships with parents and seeks their views on the quality of the service she provides. The childminder makes good use of discussions and uses text messages, newsletters and learning journeys effectively to keep parents informed about their child's care and learning. The childminder works closely with her co-childminder and they regularly monitor the educational programmes. This helps her to be able to identify and address any gaps in children's learning quickly and provide appropriate support.

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

Teaching is good. The childminder has a secure understanding of how children learn through play and provides many different activities that are linked to their individual needs. The childminder supports children to learn about caring for living things. Children enjoy helping the childminder to care for her chickens. Children are invited to collect the eggs each day. Children are confident and demonstrate their developing mathematical skills and their personal, social and emotional skills. For example, they discuss how they need to be careful in the pen and they count out the number of eggs they have collected. The childminder interacts well with children and provides them with constant praise and encouragement. This contributes to children being motivated to try new experiences.

### Personal development, behaviour and welfare are good

The childminder is a good role model who treats children with kindness and respect. She provides children with lots of praise and encouragement. Children are happy and self-assured individuals who behave well, according to their age and stage of development. Older children show care and concern for younger children as they play cooperatively with little support. Settling-in sessions are used well by the childminder to enable her to get to know children and their families. Babies' needs are effectively met. The childminder closely follows parents' instructions. This contributes towards children being content and settled. The childminder provides ample opportunities for children to access fresh air and exercise. The childminder supports children to be independent and extends their self-help skills. Children access their own water bottles, wash and dry their own hands and help the childminder with tasks, such as tidying away toys and equipment.

### Outcomes for children are good

Children are working at expected levels for their ages and make good progress from their starting points. They are well equipped and prepared, with the key skills needed for the next stage in their learning and the move to school.

## Setting details

<b>Unique reference number</b>	EY476468
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	974896
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2014 and lives in Walton. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder.

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