

Childminder Report

Inspection date

5 May 2016

Previous inspection date

21 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Parents are well informed about their child's progress and they share achievements from home. The childminder supports parents with home learning. This shared approach contributes towards the good progress that children make.
- The childminder has established warm, caring relationships with children. She knows them well and is sensitive to their individual care needs and routines. Children clearly enjoy the time they spend with the childminder. This builds their self-confidence and boosts their emotional well-being.
- Teaching is good. The childminder has a wealth of experience and uses her good understanding of child development and learning to help children progress well.
- The childminder helps children to understand their local community, engage with other children and develop social skills on their visits to local groups.
- The childminder is a reflective practitioner. She seeks feedback from parents and children to help her identify areas for further development to improve the overall quality of her service.

It is not yet outstanding because:

- Training is not specifically targeted to develop expertise in the specific areas where it will have most impact and to help raise the quality of teaching to an even higher level.
- There are fewer opportunities for children to explore, represent their own ideas and develop their thinking skills.

What the setting needs to do to improve further

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

- focus the training plan to develop areas of expertise which will help to support the highest-quality teaching practices
- enhance opportunities for children to explore, represent their own ideas and develop their thinking skills.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector jointly observed and discussed with the childminder the teaching and learning activities provided.
- The inspector took account of the views of parents, carers and children, including those expressed in recent letters.
- The inspector checked evidence of the suitability of members of the household and the childminder's qualifications.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.

Inspector

Rachel Deputy

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder prioritises safeguarding training to keep abreast of new requirements. The childminder and her assistant have a secure understanding of how to keep children safe and their roles and responsibilities for reporting any concerns. The childminder understands her role in supervising her assistant. The childminder supports children's safety well. She conducts risk assessments of her home and for the outings she undertakes with children. Since the last inspection the childminder has improved her assessment procedures to enable closer monitoring of children's progress. Children's assessments are analysed well. Interventions are quickly put in place if needed and help to ensure that children's next steps in learning are supported.

Quality of teaching, learning and assessment is good

The childminder plays well alongside children, offering challenge and asking purposeful questions. Children thoroughly enjoy role play activities. They use their imaginations to pretend they are having a picnic and display high levels of involvement as they carefully place their picnic blanket over the table. The childminder encourages children to talk about what they are doing, which helps to support their early communication and language skills. She sensitively corrects children's mispronunciations by modelling the correct use of words as they talk together. The childminder supports children's mathematical learning through play and routines. For example, she challenges children to add and subtract as they line up their toys.

Personal development, behaviour and welfare are good

Children are warmly welcomed into the setting. They are clearly happy, confident and motivated to learn. The childminder provides good levels of care and meets children's emotional and physical needs well. Children form strong emotional bonds with the childminder and go to her for help, support and comfort. The childminder helps children to develop independence. For example, the childminder encourages them to brush their teeth and they enjoy the responsibility. Good quality information is gathered from parents when children start in the setting to provide continuity of care and to support learning and development. This helps children to settle quickly and feel comfortable, safe and secure. Children are provided with healthy and nutritious home-cooked meals and get plenty of exercise as they visit local parks and playgrounds. They are well supported to learn about making healthy choices and keeping themselves safe.

Outcomes for children are good

All children, including those who receive early years funding, make consistently good progress in their learning. They enjoy playing, exploring, experimenting and being with others. They demonstrate good levels of confidence in their abilities and are motivated to learn. Children are competent communicators and readily share their thoughts. They are developing the skills and attitudes needed for future learning and are prepared well for their move to school.

Setting details

Unique reference number	310557
Local authority	Sefton
Inspection number	855252
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	21 February 2011
Telephone number	

The childminder was registered in 1992 and lives in Bootle, Liverpool. She operates all year round, from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

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