

# Childminder Report



## Inspection date

10 May 2016

Previous inspection date

17 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Overall, the childminder's teaching skills are strong and children make good progress in their learning. The childminder takes note of children's current interests and development needs. She uses her skills and knowledge gained from her qualifications to plan interesting and challenging activities to extend their learning.
- Children form extremely strong bonds with the childminder and clearly enjoy being with her. The childminder is sensitive to children's needs and helps them to understand and follow rules and boundaries. Children are exceptionally polite and well mannered and their behaviour is very good.
- The childminder uses her risk assessments, policies and procedures effectively to promote children's health, safety and well-being. She maintains good standards of safety to help keep children safe and secure.
- Partnerships with parents are well established. The childminder effectively builds relationships with them during settling-in periods. She shares children's progress with them on a regular basis to keep them fully informed. Parents comment on how welcome and involved they feel.
- The childminder understands the need to maintain her professional development. She has attended all mandatory training to keep this current and is aware of all new legislation that is in place.

### It is not yet outstanding because:

- The childminder occasionally overlooks opportunities to extend children's knowledge, understanding and thinking skills as they play.
- The childminder's self-evaluation does not yet focus sharply enough on how the quality of teaching can be further enhanced to help children achieve the best possible outcomes.

## What the setting needs to do to improve further

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

- focus teaching more accurately on helping to extend children's thinking skills and on ways that enrich their knowledge and understanding even further
- extend self-evaluation to sharpen the focus on the quality of teaching and how this can be further developed to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector discussed aspects of practice and policies with the childminder. She looked at relevant documentation, such as the childminder's self-evaluation and evidence of her suitability and qualifications.
- The inspector viewed evidence of children's assessments and parental feedback from references and testimonials.

### Inspector

Janice Caryl

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has completed training on how to identify signs and symptoms of abuse. She understands the procedures to follow should she have any concerns about a child's welfare. She implements robust policies which accurately reflect all local safeguarding procedures. The childminder gathers relevant information about children's learning and development from parents and uses this successfully to plan children's starting points. She consults with parents and seeks feedback from them to help improve her practice and provision. She observes children carefully and adjusts plans to suit their individual needs. This helps her to accurately plan and track children's development in learning.

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

The childminder provides children with a wealth of opportunities to learn about nature, animals and insects. Children acquire skills in identifying similarities and differences in their characteristics. They use their observational skills alongside books and writing materials to consolidate their learning. Children's speaking and listening skills are promoted well. The childminder engages them in conversations, helping children build their confidence and use of vocabulary. Children enjoy being spontaneously creative. The childminder gives them ample time to explore and investigate resources. Children concentrate and show their adeptness as they peel paper from the back of stickers. Children express their delight and show a sense of pride and achievement as they decide where to display their creations.

### Personal development, behaviour and welfare are good

The childminder has a stimulating range of age-appropriate resources to suit the needs and interests of all children. Children's emotional and physical well-being are effectively promoted. The childminder provides practical activities and guidance to help children learn how to take calculated risks in their play and stay safe. Children's self-help and independence skills are developing well. For example, children learn to put on and take off their own coats. The childminder teaches good hygiene rules as she reminds children to wash their hands before eating and after using the toilet. Children's good behaviour shows that they feel safe, secure and settled. Children develop a good understanding of the need to eat healthily and have regular exercise. For example, they make comments, such as, 'I need to get some exercise now'.

### Outcomes for children are good

Children are making good progress in their learning and development. They are effectively acquiring the necessary skills in preparation for their next stage in learning. Children are learning about the world, other people, who they are and what they can do. They are successfully developing their communication and language skills which help to shape their social and interpersonal skills. Children learn to recognise and write their own name. They have numerous opportunities to develop early mathematical skills. Children are confident, active learners who have a strong motivation to learn.

## Setting details

<b>Unique reference number</b>	306045
<b>Local authority</b>	Wirral
<b>Inspection number</b>	867643
<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>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17 October 2011
<b>Telephone number</b>	

The childminder was registered in 1996 and lives in Wirral, Merseyside. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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