

# Childminder Report

**Inspection date**

12 May 2016

Previous inspection date

14 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, the childminder has worked hard to improve her practice and she has successfully addressed the actions and recommendations previously raised. This has contributed to improving the quality of systems for sharing information with parents and learning outcomes for children.
- The childminder uses detailed observations of children's progress and development to plan a wide range of activities. She ensures that children's individual needs and interests are well met. Children make good progress in their learning.
- The childminder makes good use of settling-in sessions to collect detailed information from parents about children's learning at home and their care needs. Children develop close emotional attachments with the childminder, who is very attentive to their individual needs.
- Partnerships with parents and other professionals are strong. The childminder keeps parents well informed about children's daily activities. Parents are encouraged to share information and support their children's learning at home.
- Children behave well. The childminder uses a range of successful strategies that promotes their good behaviour. She actively supports children's play and gives them plenty of praise and encouragement. Children are confident and motivated to learn.

### It is not yet outstanding because:

- The childminder does not make the best use of self-evaluation processes, in order to produce detailed plans that successfully drive further improvements.
- The childminder does not fully give children enough time to think and solve problems before offering her own ideas.

## What the setting needs to do to improve further

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

- strengthen the arrangements for evaluating practice and implement detailed plans that drive improvements
- enhance opportunities for children to extend and consolidate their thinking and problem-solving skills.

### 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 and had discussions at appropriate times throughout the inspection.
- The inspector looked at a range of relevant documentation, such as, policies and procedures, the childminder's self-evaluation and children's assessment files.
- The inspector checked evidence of the suitability of household members and the training records and qualifications of the childminder.
- The inspector took account of the written feedback from parents.

### Inspector

Susan Hopper

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder attends safeguarding training and has a clear understanding of the action to take if she has any concerns about a child's welfare. The childminder completes risk assessments for her home and outings. She keeps children safe from harm and gives them regular reminders about how to keep themselves safe. The childminder closely monitors children's progress and learning needs, making the changes when necessary. For example, she has introduced more activities to help children recognise their own name in print, in preparation for starting school or nursery. The childminder seeks the opinions of parents and children and takes account of their ideas when making improvements to her provision.

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

The childminder is very experienced and well qualified. She uses knowledge gained through training to develop learning opportunities for children. The childminder follows children's interests and takes account of observations and assessments of their progress, in order to plan a wide range of experiences and activities. For example, she builds on children's experiences of visits to the seaside and playing with sand, to develop their understanding of shapes, counting and mathematical language. Children have opportunities to practise their early writing and creative skills with a range of materials. They enjoy singing songs and nursery rhymes, and sharing books with the childminder. Parents are kept well informed and are encouraged to contribute information to assessments of their children's learning. The childminder provides parents with regular opportunities to look through the observations and photographs that she has recorded.

### Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's care. They enjoy playing alongside her and cooperate fully during care routines. Children are motivated to learn and show good concentration skills during activities. For example, when playing outdoors they become totally absorbed in rolling cars down cardboard tubes. Children have regular opportunities to be physically active and play outdoors. They enjoy playing with scooters and balls, and learn how to take managed risks on the climbing equipment. Children develop an awareness of healthy lifestyles and are taught about the importance of following good hygiene routines. The childminder promotes children's independence well and encourages them to attend to their own personal needs. Good use is made of local amenities and visits to places of interest, helping to develop children's social skills and understanding of the wider world.

### Outcomes for children are good

Children make good progress in all areas of their learning. The childminder completes regular progress checks for them, including children aged between two and three years. She supports children to make good progress by planning carefully for their next steps in learning. Children learn how to cooperate with others and are developing the key skills and attitudes they need for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	313061
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	1043550
<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>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14 October 2014
<b>Telephone number</b>	

The childminder was registered in 2000 and lives in Whiston, Merseyside. She works with another childminder. The provision operates all year round, from 7am 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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