

Childminder Report

Inspection date

19 May 2016

Previous inspection date

22 May 2012

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

- The childminder has created a warm, homely environment. She spends time getting to know children and has developed strong, trusting relationships with them. This helps children feel safe and secure in her care, and supports their personal, social and emotional development.
- Children's next steps for learning are clearly identified through regular and precise assessments that the childminder makes. She uses the information well to plan activities, building upon what children already know and can do.
- Children are well supported as they learn how to manage their feelings and behaviour. The childminder is a positive role model, helping children learn rules and boundaries, in order to develop good social skills.
- Children's early literacy, communication and language skills are supported particularly well. For example, children enjoy reading stories and sharing ideas about what happens next in their books. The childminder provides resources, such as finger puppets, for them to re-enact their favourite parts of the story.
- Partnerships with parents are strong. They are actively involved in all aspects of their child's learning. Information is shared on a regular basis, to ensure parents have a clear and accurate understanding of their child's level of development.

It is not yet outstanding because:

- Although the childminder is reflective and evaluates her practice, areas for development are not targeted sharply enough to secure improvements and raise the quality of the setting to an outstanding level.
- Children have fewer opportunities to explore the natural environment and develop their understanding of the world.

What the setting needs to do to improve further

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

- use self-evaluation more effectively to help identify areas for further improvement and inform sharply focused plans for improvement
- enhance opportunities for children to explore the natural environment and develop their understanding of the world.

Inspection activities

- 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 for 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 qualified childminder has a secure knowledge of the procedure to follow should she have a safeguarding concern about a child. She attends training to improve her knowledge of safeguarding practice. The childminder takes appropriate action to minimise any potential hazards to children in her home and while on outings. She is motivated and committed to professional development. The childminder accesses training and exchanges ideas with other childminders to help build on her skills and knowledge. Parents are very happy with the care children receive. They say that they are very pleased with the support the childminder gives to their children's learning. The childminder understands the importance of establishing good working relationships with other settings that children attend.

Quality of teaching, learning and assessment is good

Children have good opportunities to develop their skills and learn through play. The childminder skilfully introduces new play experiences based on children's interests. For example, she adapts an activity when children show interest in the patterns that different tools make, sensitively supporting their learning and modelling how to use the tools. Children's mathematical skills are well supported through play. For example, they practise counting objects and learn concepts as they compare the different shapes and sizes of items. The childminder interacts well with children, providing positive support and encouragement. She engages with children in role play and encourages them to talk about familiar experiences. For example, even very young children enjoy their pretend picnic. They learn to show care and compassion for others as they gently cuddle their dolls and pretend to feed them.

Personal development, behaviour and welfare are good

Children are supported to understand how to keep themselves safe. Children learn to safely carry their toys and ask for help from an adult when needed. Children enjoy lots of visits to local playgroups. This introduces children to a wider circle of friends, helping to extend their social skills. Children's good health is well promoted. Hygiene routines are consistently implemented and the childminder makes good use of opportunities to discuss why it is important to look after their bodies. Children's physical development is supported, as they visit playgrounds where they can move about and run and climb on equipment. The childminder organises her good quality toys well. Children of different ages and interests independently access and play with a wide range of toys safely.

Outcomes for children are good

Children make good progress in their learning. They are developing a love of playing, exploring, experimenting and being with others. They demonstrate good levels of confidence in their abilities and pride in their achievements. Children enjoy playing with other children and listen to the childminder's clear instructions and suggestions. Children are well equipped and prepared for the next stage in their learning, including the move on to school.

Setting details

Unique reference number	EY435855
Local authority	Sefton
Inspection number	853689
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 registered person	
Date of previous inspection	22 May 2012
Telephone number	

The childminder was registered in 2011 and lives in Formby, Merseyside. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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