

Childminder Report

Inspection date

Previous inspection date

30 June 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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 qualified and has a firm understanding of how children learn through play. She works effectively with her co-childminder, to ensure that children are provided with a wide range of activities and experiences. These take into account children's interests and promote their next steps in learning well.
- The childminder provides children with a warm, welcoming and very well-resourced learning environment. Children are inquisitive and active explorers. They make independent choices in their play and display good levels of confidence and self-esteem.
- The childminder and her co-childminder are good role models who treat children with kindness and respect. They provide constant praise and encouragement. Children are happy and confident individuals who behave very well given their age and stage of development.
- The childminder meets the individual needs of children well. She provides children with a range of nutritious snacks and meals that promotes a healthy diet. This helps to develop children's understanding of a healthy lifestyle.
- The childminder and her co-childminder work well together. They observe practice and give each other constructive feedback. They listen to the views of parents and children and make meaningful changes to the setting.

It is not yet outstanding because:

- When children first attend, the childminder does not ask parents to share detailed information about children's prior learning or encourage them to continue this throughout the placement.
- The childminder does not always use a variety of different questioning techniques to extend children's communication and language even further.

What the setting needs to do to improve further

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

- support parents to make even more contributions about children's learning and development at the start and throughout the placement
- use a wider variety of questioning techniques when interacting with children to extend their communication and language even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder and discussed this with her.
- The inspector spoke to the childminder, her co-childminder and the 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 with her at her home.
- The inspector took into account the views of parents made available from written references.

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 role and responsibilities to protect children and keep them safe. She has effective policies and procedures in place which underpin her practice well. These are understood and effectively implemented. The childminder's home is secure. She 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. The childminder makes good use of discussions, daily diaries and text messages, to keep parents informed about their child's care and learning. The childminder works closely with her co-childminder to monitor the educational programmes. This helps her to be able to identify and address any gaps in children's learning quickly and provide the appropriate support.

Quality of teaching, learning and assessment is good

The childminder interacts well with children down at their eye level to capture their attention. Children demonstrate their developing listening and attention skills. For example, they actively listen to familiar stories and enjoy adding their own ideas and predicting what might happen next. Additionally, children follow simple instructions, while singing action songs. The childminder encourages children to experience some risk and challenge and develop their physical skills. In the outside environment children scale the climbing wall and slide with ease. They know to hold on and wait their turn. The childminder includes some mathematics as children play. She counts as children negotiate the steps and talks to them about the size and shape of the bubbles they blow.

Personal development, behaviour and welfare are good

Children are happy and self-assured individuals who demonstrate high levels of confidence and self-esteem. 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. Children have access to a well-resourced outdoor area and are taken on regular trips, to various places of interest. The childminder supports children to be independent and extend their self-help skills. Children access their own belongings, wash and dry their own hands and help the childminder with tasks, such as tidying away toys and setting the table.

Outcomes for children are good

Children are polite and interact well with their peers and the childminder. They are enthusiastic and motivated to learn new skills. 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

Unique reference number	EY472746
Local authority	Liverpool
Inspection number	967839
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	14
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2013 and lives in the Garston area of Liverpool. She operates all year round from 7.30am to 6pm Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder works with a co-childminder. The childminder provides early years education for two-, three- and four-year-old children.

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