

# Childminder Report

**Inspection date**

30 June 2016

Previous inspection date

Not applicable

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | 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 experienced and works effectively with her co-childminder. Children's progress is regularly reviewed and activities are planned to meet their individual development needs. Children make consistently good progress and are well prepared for the next stage of their learning.
- The childminder supports children to effectively develop their communication and language. She asks children lots of questions as they play and gives them time to be able to think and answer.
- The childminder supports children to be physically active and lead a healthy lifestyle. Children enjoy daily access to a well-resourced outdoor area and enjoy many different trips and activities in the local community and beyond.
- 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 work well together. They are aware of their own and each other's strengths and areas to develop. They make changes at the setting that benefit children and their families the most.

**It is not yet outstanding because:**

- The childminder does not ask parents to share detailed information about children's prior learning when they first attend or encourage them to continue this throughout the placement.
- The childminder does not always give children enough time to explore and consolidate their own learning.

## 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
- provide even more opportunities for children to be able to follow their own thinking and consolidate their learning.

### 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 roles and responsibilities to protect children and keep them safe. She has effective policies and procedures in place that underpin her practice well. These are understood and effectively implemented. The childminder attends courses to further support her continued professional development. Overall, partnerships with parents are good. The childminder makes good use of discussions and uses daily diaries to keep parents informed about their child's care and changing needs. The childminder's home is safe and secure. She considers risks both inside her home and for the outings she undertakes with the children.

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

Children enjoy spending time with the enthusiastic childminder. She interacts well with children down at their level, to focus and engage their attention. Children confidently share their ideas. For example, they talk to the childminder about their favourite fruits and colours as they eat their snack. The childminder asks children lots of questions and tests their understanding. She does this through the use of effective teaching strategies, such as asking children to predict and recall parts of the story. Children are confident communicators and are developing good social skills. Younger children's attempts at non-verbal communication are sensitively addressed. For example, when they cry or become restless, the childminder and her co-childminder respond quickly and sensitively to soothe them.

### Personal development, behaviour and welfare are good

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. 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' individual instructions for their child. This contributes to children being content and settled because the childminder meets their individual needs. The childminder provides ample opportunities for children to access fresh air and exercise. This, as well as eating healthily, supports children's good physical health. Children attend many different groups, such as visits to physical-play centres and toddler groups. Additionally, they enjoy trips to the safari park. This helps children develop their physical skills, understand the natural world and enhance their confidence and social skills away from the setting.

### Outcomes for children are good

Children are kind, caring and considerate, and eager to learn new skills. They 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 eventually the move to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY472750  |
| <b>Local authority</b>             | Liverpool   |
| <b>Inspection number</b>           | 968221  |
| <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 - 11  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 14  |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | Not applicable  |
| <b>Telephone number</b>            |   |

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 works with a co-childminder. The childminder provides early years education for two-, three- and four-year-old children.

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