

Childminder Report

Inspection date	4 July 2016
Previous inspection date	7 February 2014

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

- The childminder is enthusiastic and conscientious. She has worked hard to address the action and recommendations raised at the last inspection.
- Partnerships with parents are strong. Parents contribute information about children's early learning and are kept well informed about their progress and development. The childminder uses a good variety of methods to communicate information about her setting and individual children.
- Children's well-being is very well supported through carefully considered plans made in conjunction with parents. The childminder meets regularly with parents to review children's individual needs and care routines to ensure consistency between the setting and home.
- The childminder understands how children learn and develop. She plans a wide range of experiences and uses additional funding effectively to support their individual learning and good progress.
- The childminder successfully promotes children's good behaviour and the development of their social skills. Children learn how to play cooperatively, form friendships and share equipment.

It is not yet outstanding because:

- The childminder's self-evaluation is not sufficiently detailed and focused enough to drive improvement to the highest level.
- The childminder has not yet fully established systems to enable sharing of information with other settings that children attend to support continuity in their learning.

What the setting needs to do to improve further

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

- sharpen the detail in which all aspects of practice are evaluated and set precise goals for improvement
- share more information with other settings that children attend to support continuity in their learning.

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.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at a range of relevant documentation, such as assessments of children's learning, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of adults living on the premises.
- The inspector spoke to parents to gain their views of the setting.

Inspector

Susan Hopper

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a very clear understanding of what would constitute a safeguarding concern and how to report any concerns relating to children's welfare. She regularly reviews risk assessments and ensures that pet dogs are cared for and managed appropriately so that there is no risk to children. The childminder is committed to developing her practice and has benefitted from the support provided by quality improvement officers. She has considerably improved arrangements for assessing children's progress from the time they first start at the setting. The childminder closely monitors children's progress and development, and regularly shares information with parents.

Quality of teaching, learning and assessment is good

The childminder observes children as they play and carefully guides their learning. Children are encouraged to recognise colours and practise their counting skills in play activities. They demonstrate good coordination skills when filling and emptying buckets of sand and using tools. The childminder introduces age-appropriate mathematical language as they play. She knows children extremely well and plans flexibly so that experiences can be adapted to suit current needs and interests. For example, the childminder encourages children to explore and discuss the instruments in the doctor's kit in preparation for hospital visits. Children are confident, independent learners. They benefit from a well-organised environment where they can move inside and outside freely, choosing the toys they want to play with. Children's communication and language skills are well promoted. The childminder talks to children, explains what is happening, uses effective questioning and introduces new words.

Personal development, behaviour and welfare are good

Children are very settled with the childminder and separate easily from their parents. Good working relationships with parents help to ensure that information is exchanged daily and children's emotional and practical needs are well supported. Parents speak positively about the care their children receive and the support provided by the childminder. Children's self-esteem is supported through consistent praise and encouragement. They cooperate fully with the childminder and enjoy choosing reward stickers. The childminder provides healthy snacks, meals and drinks. She talks to children about the health benefits of different foods and uses food in a variety of activities. For example, children enjoy cutting fruit and making and tasting smoothie drinks. Children learn about the importance of following good hygiene routines and how to keep themselves safe and healthy.

Outcomes for children are good

All children are making good progress in their learning and development. They are enthusiastic, motivated learners. Children are very keen to join in with activities and play well together. Their independence and self-care skills are well promoted. Children enjoy choosing their own activities and feeding themselves at mealtimes. They are developing key skills in readiness for their next stage in learning and eventual move on to school.

Setting details

Unique reference number	310614
Local authority	Sefton
Inspection number	1043615
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	7 February 2014
Telephone number	

The childminder was registered in 2001 and lives in Bootle, Merseyside. The childminder operates all year round from 6.30am to 6pm Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-year-old children. The childminder supports children who have special educational needs or disability.

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