

# Childminder Report

**Inspection date**

21 July 2016

Previous inspection date

21 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 and has successfully met all the agreed actions and recommendations. She has reviewed all aspects of her practice. This has resulted in her making sustained improvements to the quality of her provision.
- The quality of teaching is good. The childminder provides age-appropriate activities and resources linked to children's interests. Children are enthusiastic and keen learners, who are making good progress in their learning and development.
- Children's emotional well-being is particularly well promoted. The childminder is warm and sensitive to children's individual needs. Children form strong bonds with the childminder and are happy in her care.
- The childminder is committed to her professional development and is continually improving her skills and knowledge. She accesses a range of training courses and regularly shares ideas with other professionals.
- Children have familiar routines and feel secure in the setting. They have clear and consistent boundaries and respect each other, taking turns in play and sharing toys.

### It is not yet outstanding because:

- Although the childminder has good links with other settings that children attend, there are opportunities for these links to be strengthened for a more consistent approach to meet children's individual needs more effectively.
- The childminder is not always successful in sharing information with parents about children's ongoing assessments so that they can extend their child's learning at home.

## What the setting needs to do to improve further

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

- strengthen links with other settings that children attend, in order to meet children's individual needs more effectively
- seek more ways to share information about children's ongoing assessments with parents so that they can extend their child's learning at home.

### Inspection activities

- The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the childminder and looked at a selection of policies including safeguarding and the childminder's self-evaluation.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents by reading a number of comments and notes given to the childminder.
- The inspector had a tour of the premises.

### Inspector

Alison Regan

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the signs and symptoms of abuse and knows the procedures to follow to protect a child's welfare. She has a set of well-documented policies and procedures in place that underpins her practice. The childminder's home is clean and safe. Her constant supervision, secure areas and regular checks to identify any hazards contribute to ensuring that children remain safe at all times. The childminder is very experienced and well qualified. Children make good progress in their learning. The childminder regularly monitors children's progress to quickly identify any gaps in their learning so these can be addressed. Parents comment that they are happy with the care that the childminder provides.

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

The childminder regularly observes the children and uses her observations of children's learning to monitor and assess their progress. She plans and provides suitably challenging activities that inspire children to join in and learn. For example, children enjoy their time playing with coloured rice. The childminder gets down to the children's level while speaking and constantly models language and introduces new words. She regularly asks questions that encourage older children to think about size, numbers and shapes to help promote their mathematical development. Children delight in opportunities to sing familiar songs. Younger children respond well when they hear the childminder singing their favourite songs. The childminder encourages them to repeat the familiar phrases they know and to join in with the actions. This helps to develop their communication and language skills.

### Personal development, behaviour and welfare are good

The childminder finds out about children's home routines and their care needs at the start of the placement. This helps her to ensure children settle quickly. Children learn to adopt good hygiene routines. The childminder teaches children about the importance of living healthy lifestyles. They learn about the benefits of eating well. They also benefit from plenty of fresh air and exercise. Children enjoy an interesting range of outings and experiences that promotes their awareness of the world around them. Children are independent. They manage their own care needs and make choices about what they want to do. Children behave very well. They learn right from wrong. Children learn to mix and play well with others when they meet their peers at the local childminder playgroup.

### Outcomes for children are good

All children, including those who access funding, are making expected progress from their individual starting points. They are sociable and happy and enjoy learning through play. Younger children are inquisitive and excitedly explore their environment. They are eager to join in and feel confident to have a go and try new things. Older children are developing well in their literacy skills. They draw pictures with different writing tools and learn to write their names on them when they have finished. Overall, children are developing the key skills required for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY378522
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1044453
<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 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 October 2014
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in Garston. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate early years qualification at level 4.

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Piccadilly Gate  
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