

Childminder Report

Inspection date

10 October 2016

Previous inspection date

9 November 2015

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 has worked hard to successfully address the actions set at the previous inspection. She now carefully monitors children's development. The childminder quickly identifies any concerns about children's learning and provides additional support. Children make good progress.
- Partnerships with parents are good. The childminder keeps them well informed about their children's learning. She does this in a variety of ways, for example, through emails, text messages, online daily diaries and regular discussions. This helps foster a joined-up approach to children's care and learning.
- The childminder makes good use of the local community to help enhance children's learning. They attend group activities, such as music sessions, where they socialise with other similarly aged children. This helps to build on their social skills and promote an awareness and understanding of the wider world.
- Children are happy and have formed strong bonds with the childminder. She provides a welcoming environment where they access a good range of available resources. Children are confident learners. They develop some of the skills and positive attitudes that support their ongoing development and eventual move to school.
- Children behave well, use good manners and enjoy sharing and taking turns. The childminder is a positive role model and she sets clear rules and boundaries.

It is not yet outstanding because:

- The childminder sometimes does not fully support children to gain an even greater understanding of the benefits of a healthy lifestyle.
- Occasionally, the childminder does not ask probing questions to fully encourage younger children to develop their good thinking skills further.

What the setting needs to do to improve further

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

- increase children's good understanding of the benefits of a healthy lifestyle even more and further support their good health
- enhance opportunities for younger children to further develop their good thinking skills to an even higher level.

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector checked evidence of the childminder's suitability, qualifications, training certificates and risk assessments, and looked at a sample of her policies and procedures.
- The inspector took account of the views of parents from written feedback they had provided.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

Overall, the childminder reflects well on her provision. She has accessed recent training to help support her good practice. The childminder has effectively used the information gained to help improve the quality of teaching and outcomes for children. She considers the views of parents and children when making any changes. Safeguarding is effective. The childminder has a good understanding of the various signs and symptoms of abuse. She knows the correct procedures to follow should she have concerns about children's welfare. The childminder completes detailed risk assessments for her premises and for outings. She has a good range of policies and procedures in place which she uses well. This helps her to support the safety of children.

Quality of teaching, learning and assessment is good

The childminder is well qualified and has a good understanding of how children learn. She has improved her ways for observing and assessing children's development. The childminder includes information gathered from parents about what children can do at home. She now plans for what they need to learn next and generally supports children's future learning well. Children have a good awareness of mathematical language. For example, they use words, such as bigger and smaller, to describe shapes during an activity. Children enjoy hiding shapes in a mixture of cornflour and water. They enthusiastically feel the texture of the mixture and tell the childminder it is sticky. Children delight in scooping and pouring. They intently watch how the mixture slowly drips off a spoon and into their tray. They are motivated and eager to learn.

Personal development, behaviour and welfare are good

Children's individual needs and stage of development are discussed with parents and observed during effective settling-in sessions. This helps children to settle into the childminder's home and supports continuity in their care and development. Children swiftly become independent. Overall, they are prompted to manage their own care needs from an early age. For example, children learn about the importance of washing hands after toileting. They learn to put on their own coats and shoes. The childminder offers lots of praise and encouragement. This effectively supports children's emotional well-being. Their artwork is displayed, which helps to promote a good sense of belonging.

Outcomes for children are good

Children are working comfortably within the range of development typical for their age. They have regular opportunities to develop their creative and mathematical skills and are encouraged to become independent learners. Children use their good counting skills. They count crayons as they put them away after drawing. Children learn to keep themselves safe. For example, the childminder reminds them to be careful when using their good scissor skills. The childminder supports them to develop some of the skills they need for the next stage of their education.

Setting details

Unique reference number	EY347527
Local authority	Liverpool
Inspection number	1058337
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 9
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	9 November 2015
Telephone number	

The childminder was registered in 2007 and lives in Anfield, Liverpool. She operates all year round, from 8.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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