

# Childminder Report

**Inspection date**

26 October 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 ambitious childminder aspires to be outstanding. She shares her vision and goals with her co-childminder and parents, in order to raise standards and improve outcomes for children. Systems are in place to evaluate all aspects of the provision to inform continuous improvement.
- The childminder is caring and nurturing and even very new children settle quickly. Children have formed good bonds with the childminder. She spends time with parents prior to children starting and gathers useful information about their care routines. This helps her to support children's emotional well-being from the very beginning.
- Children who have special educational needs or disabilities are supported very well and make very good progress. Highly effective partnerships are in place. Robust intervention plans are regularly reviewed by parents, staff and external childcare professionals.
- Children's early literacy skills are supported well. They are developing a keen interest in books. The childminder brings books to life by including toys and puppets that represent children's favourite characters. The childminder encourages children to practise their early writing skills during everyday play. For example, they pretend to write shopping lists in the role play area.

### It is not yet outstanding because:

- The childminder has not established sharply focused plans for professional development to extend her already good teaching skills to the highest level.
- The childminder does not always make best use of information about children's individual interests to plan and organise activities so that they have the most valuable learning opportunities.

## What the setting needs to do to improve further

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

- strengthen and extend existing knowledge and skills, and consistently drive the good quality of teaching further
- review the planning and organisation of activities to make the most effective use of information about children's individual interests, so that children have the most valuable learning experiences to help them make rapid progress.

### Inspection activities

- The inspector viewed the areas of the home used for childminding.
- The inspector jointly observed and discussed with the childminder the teaching and learning activities provided.
- The inspector spoke to children and the childminder during the inspection.
- The inspector viewed a range of documentation, including policies and procedures, children's records, risk assessments, suitability checks and observation assessment and planning records.
- The inspector took into account the views of parents.

### Inspector

Rachel Deputy

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has updated her training to learn about changes in legislation. She demonstrates a good knowledge of the potential signs of abuse and is confident about local reporting procedures. Robust policies and procedures underpin the childminder's good practice. The childminder uses her policies and procedures well to further support safe practice. For example, fire drills are conducted regularly. Risk assessments are also completed on a regular basis, with appropriate steps taken to minimise risks and help keep children safe.

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

The qualified childminder has a good knowledge and understanding of how children learn. She generally uses observations and assessments of children's learning well, to identify and plan for what they need to learn next. The childminder supports children's communication and language skills effectively. For example, she uses repetitive songs, introduces children to new vocabulary and provides a running commentary as they play. She uses good questioning to further extend their thinking. Children are confident and motivated to have a go and try new things. They enjoy experimenting with different tools as they excitedly dig in jelly to uncover the seasonal toys that have been hidden inside it. The childminder supports mathematical learning. She helps children to count, make comparisons about size and use positional language.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming environment and nurtures children's self-esteem and confidence well. She is a good role model and provides gentle reminders and clear explanations about expectations of behaviour. Children develop strong independence skills and a sense of belonging. They are emotionally well prepared for the next stage in their learning. Children's physical well-being is supported well. They take part in active and energetic play. Children enjoy moving to music and playing outside in the fresh air. The childminder encourages children to make healthy food choices. This helps children to gain an understanding of what foods are healthy from an early age. She helps them to understand how to keep themselves safe. For example, children learn to hold onto the handrail when walking down the stairs.

### Outcomes for children are good

All children, including those who have special educational needs or disabilities, are making good progress in their learning. They are working comfortably within the range of development typical for their age. Children have a positive attitude towards learning and are keen to try to do things for themselves. They enjoy lots of visits to local playgroups. This introduces children to a wider circle of friends and helps to extend their social skills. Children are well prepared for the next stage of learning, including the move on to nursery and school.

## Setting details

<b>Unique reference number</b>	EY484961
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1006731
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2015 and lives in the Wavertree area of Liverpool. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 5 and early years professional status. She works alongside a co-childminder. The childminder provides funded early education for two-, three- and four-year-old children. She supports children who have special educational needs or disabilities.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

