

# Childminder Report

**Inspection date**

23 November 2016

Previous inspection date

11 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 well qualified and very experienced. She closely observes children as they play and completes comprehensive assessments of their progress.
- The childminder knows children very well. She provides them with a range of activities which they enjoy. Children make good progress in their learning.
- Partnerships with parents are well established. The childminder keeps parents well informed about their children's progress and development. She provides them with information about how they can support their children's learning at home.
- Children develop secure relationships with the childminder and her assistant. They behave well and demonstrate a strong sense of belonging as they play and follow daily routines.
- Children are very well supported in the development of their communication and language skills. The childminder plays alongside them, introduces new words to younger children and models their correct use.
- Children have good opportunities to mix with other children and adults. They regularly accompany the childminder to the local pre-school where she works in the morning.

### It is not yet outstanding because:

- The childminder's self-evaluation is not sufficiently detailed or focused enough to improve the quality of practice to the highest level.
- The childminder does not yet undertake sufficiently robust monitoring of the practice of her assistant, in order to help ensure that professional development is highly focused on raising the quality of teaching and practice to the highest level.

## What the setting needs to do to improve further

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

- enhance the effectiveness of the self-evaluation process and set precise goals for improvement
- strengthen the evaluation of the assistant's practice and use this information to help support professional development that improves the quality of teaching and practice even further.

### 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 with the childminder, her assistant and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability of all adults living and working on the premises. She looked at a selection of documentation, including children's records, policies and procedures.
- The inspector took account of the views of parents.

### Inspector

Susan Hopper

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands how to help keep children safe and well protected. She ensures that her assistant knows and understands the procedures to follow should there be a concern about a child's welfare. The childminder conducts regular risk assessments of her home. These help her to maintain a safe and healthy environment for children and adults. The childminder monitors children's development effectively and regularly shares this information with parents. She uses effective strategies to support any children who may need additional help. Parents are very complimentary about the support and help that they receive from the childminder.

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

The childminder collects useful information from parents about children's development and care needs when they first start. She meets regularly with parents to share information and encourages them to support their children's learning at home. The childminder plans activities that suit children's individual interests and supports their next stage in learning. She sensitively supports children as they play and carefully guides their learning by introducing new activities and experiences. For example, when children show an interest in the texture of their boots she encourages them to feel and talk about the play mats on the playroom floor. Early mathematics skills are well promoted. For example, children are encouraged to recognise and name regular shapes and to practise their counting skills when walking down the stairs. Children have opportunities to develop their early literacy skills. They enjoy sharing books and singing action songs and nursery rhymes. Children actively engage in role play. They use their imagination to create their own games and enthusiastically involve adults in their play.

### Personal development, behaviour and welfare are good

The childminder offers a warm, homely environment. Children are provided with a good range of toys that they can independently access. They are encouraged to make choices and to play cooperatively. Younger children enthusiastically look to older children for support in their activities. Children play well together and show respect for others. They understand the boundaries and respond positively to gentle reminders. The childminder promotes positive hygiene routines and a healthy lifestyle. She provides children with nutritious snacks and drinks, and encourages them to try new foods. Children have regular opportunities to play outdoors in the fresh air at the local park and during morning sessions at pre-school. The childminder makes good use of local places of interest and extends children's understanding of the community in which they live.

### Outcomes for children are good

Children are making good progress from their starting points. They are happy and settled. Children are motivated to learn and explore. They confidently make choices and follow their own ideas. Children are active and independent. They are well prepared with the skills and attitudes they need for their next stage in learning and for school.

## Setting details

<b>Unique reference number</b>	322296
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1064122
<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>	2 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 November 2013
<b>Telephone number</b>	

The childminder was registered in 1997 and lives in Liverpool. Occasionally, she works with an assistant. The childminder has early years professional status. She operates all year round, from 7.30am to 5.30pm on Monday to Friday, except for bank holidays and family holidays.

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