

Childminder Report

Inspection date

17 January 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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 childminder has high expectations of what children can do and the quality of teaching is strong. She uses her observations and assessments of children's learning to provide activities that interest and motivate them to learn. Children make good progress.
- The highly qualified childminder places a strong emphasis on promoting children's communication and language skills. For example, she uses skilful questioning, talks through what she is doing and repeats words that children use. This enables children to hear clearly pronounced spoken words to help promote their early speaking skills.
- The childminder has detailed risk assessments in place. She teaches children to develop an awareness of dangers in the environment. For example, children learn that the fire guard protects them from burns. They learn that they can trip over toys on the floor and hurt themselves. Children enjoy helping to tidy up between activities.
- Children form secure attachments to the childminder. She is sensitive and responds well to their individual needs. This helps to support children's confidence.
- Partnerships with parents are good. The childminder shares regular information with them about the activities children partake in during the day spent in her care.

It is not yet outstanding because:

- The childminder does not consistently share information with other settings that children attend to provide further continuity in their learning.
- The childminder does not always make the most of her tracking systems to ensure that she accurately identifies any areas where a child may benefit from extra support.

What the setting needs to do to improve further

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

- embed a more consistent shared approach to children's learning and share information about children's development with other settings that children attend
- refine the ways in which children's progress is monitored and tracked to aid the sharper identification of any emerging gaps or acceleration in their learning and development.

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 indoors and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector discussed self-evaluation and checked evidence of the childminder's suitability, qualifications, training certificates, risk assessments and looked at a sample of her policies and procedures.
- The inspector spoke to the childminder and children during the inspection and took account of their views. She also 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

The arrangements for safeguarding are effective. The childminder has a good knowledge of the signs and symptoms of abuse and neglect and her responsibilities to protect children's welfare. She has a good range of policies and procedures in place that she uses well to help keep children safe. The childminder uses her self-evaluation effectively. She sets precise goals for improvement to help raise the quality of her provision. For example, the childminder has completed an appropriate childcare degree since her registration. This has had a positive impact on the outcomes for children. The childminder considers the views of parents and children when making changes to her practice.

Quality of teaching, learning and assessment is good

The childminder provides activities and experiences that help to promote children's future development. Children enjoy learning and are consistently challenged by the childminder's good teaching. For example, they explore and investigate in a large tray filled with rice. Children discover shapes hidden in the rice. The childminder encourages the children to name them and identify the various colours. Children compare the shapes they find with ones displayed on posters on the wall. This helps to promote their matching skills. The childminder interacts well with children and helps to promote their imaginative skills. For example, she encourages them to recall a recent holiday and children pretend to fly toy aeroplanes in the air. Younger children follow instructions well and find carriages for toy trains. The childminder encourages them to solve simple problems, such as how to connect the trains and carriages together. Children are engaged in the activities provided and are keen to learn.

Personal development, behaviour and welfare are good

The childminder provides a safe, warm and homely environment and children settle quickly. Children experience regular outings and trips. The childminder makes good use of local community, such as toddler groups and the park. This helps to promote children's social skills. Children also develop an understanding of the wider world and enjoy fresh air and exercise. The childminder is a good role model. Children behave well and learn to share and take turns. They are encouraged to lead a healthy lifestyle. For instance, children wash their hands independently before eating. They enjoy making their own lunch and eat healthy foods. Children choose from cheese, ham and salad to roll into wraps. The childminder explains to children why healthy eating is important for their physical well-being.

Outcomes for children are good

Children make good progress from when they first start at the setting. They are confident and motivated individuals. Children interact well with visitors and show that they feel safe with the childminder. Younger children practise their early counting skills. Older children name shapes, such as star and rectangle. Children pour their own water and drink independently from cups. They enjoy receiving praise for their achievements. Their self-esteem is supported well. Children develop the skills needed for future learning and the eventual move to school.

Setting details

Unique reference number	EY489721
Local authority	Liverpool
Inspection number	1015182
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 9
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2015 and lives in Norris Green, Liverpool. She 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 6.

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