

Childminder Report

Inspection date	23 January 2017
Previous inspection date	15 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 strives to provide a very safe, warm and welcoming environment. Children thoroughly enjoy their time with her and show that they are attached, settled and secure in her care. They are extremely confident in new situations and are enthusiastic to tell visitors all about what makes them special.
- Children behave very well. They use their good manners and treat each other and the childminder with great respect. The childminder constantly praises children so that they gain high levels of confidence and self-esteem.
- The childminder has an in-depth knowledge of the requirements of the early years foundation stage. She has a good understanding of each child's individual needs, interests and current stage of development. Children make good progress in their learning.
- Partnerships with parents are very good. The childminder keeps parents very well informed in a variety of ways. She does this through online systems, text messages and daily verbal communication. Parents are extremely complimentary about the childminder and the service that she provides.
- The childminder has developed secure relationships with other providers to share information about children's progress and development. She is committed to working together with other professionals to ensure that there is a continuity of care and learning for children.

It is not yet outstanding because:

- The childminder has not yet targeted professional development opportunities to help enhance her teaching and practice to an even higher level.
- 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:

- focus more precisely on targeting professional development opportunities to help raise the already good teaching and practice to an even higher level
- 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 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 firm understanding of the signs and symptoms of abuse. She knows how to recognise if children are being drawn into situations that put them at significant risk of harm. The childminder places a strong emphasis on providing a secure environment for children to develop and thrive. She has detailed risk assessments in place that she uses vigilantly to help keep children safe. The childminder reflects well on her practice. She speaks to parents and children about ways in which she could improve her provision. Parents comment highly about the childminder. For example, they say, 'The childminder does so much to facilitate a warm, friendly and educational environment.' and, 'My son goes on lots of lovely outings to many different places and he loves it. He has really progressed and developed since being with her'.

Quality of teaching, learning and assessment is good

The well-qualified childminder gets to know children very well. She uses her good observations of them to help her to identify and plan for their future learning. The childminder asks children skilful questions and makes comments that prompt them to work out simple problems as they play. For example, older children guess what bottles are heavier than others and the childminder encourages them to test out their ideas. Younger children have opportunities to use their senses. They listen to the sounds made when they shake a bottle filled with dried pasta. Younger children investigate contents inside bottles. They use their visual senses and are fascinated with their discoveries. Children are motivated and eager to learn.

Personal development, behaviour and welfare are good

Children develop a strong awareness of the community around them and enjoy ample outings and visits to places of interest. They are provided with lots of opportunities to develop an awareness of the similarities and differences between themselves and others. For example, children are encouraged to talk about what letters of their names match the names of other people they know. They talk about what occupations their parents have and attributes that help make them special. Children develop healthy lifestyles. They wash their hands independently after toileting and prior to eating healthy meals and snacks. They enjoy daily fresh air and physical exercise, such as in the garden and at the park.

Outcomes for children are good

Older children enjoy activities that develop their dexterity. They practise using tweezers to carefully pick up small items. Children count and compare the sizes and place the correct number of items into containers that display written numbers. This helps to promote their number recognition and counting skills. Younger children explore and investigate shiny pompoms. They practise their good speaking skills and learn new words, such as spiky. This contributes to their growing language skills. Children, including those who are funded, make very good progress from when they first start at the setting. They are ready for the next stage in their development and eventual move to school.

Setting details

Unique reference number	EY448822
Local authority	Liverpool
Inspection number	1065998
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	15 January 2013
Telephone number	

The childminder was registered in 2012 and lives in Gateacre, Liverpool. She operates all year round, from 7.45am to 5.30pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

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