

# Childminder Report

**Inspection date**

27 February 2017

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 childminder forms very strong partnerships with parents. She gathers important information from them about what children can already do and know before their child starts. The childminder keeps parents well informed about children's development. Strategies are shared that help parents to continue their child's learning at home.
- The childminder completes very regular observations of children's learning. She plans activities that help contribute to their future development. Children make good progress.
- Children settle quickly and demonstrate that they are happy. They form strong bonds with the childminder, who is very kind, calm and sensitive to their individual needs. This helps to support children's emotional well-being.
- Children behave very well. The childminder is a good role model. She reminds children to use their manners and praises them consistently for their efforts and achievements. This helps to promote their self-esteem and confidence.
- The childminder provides many opportunities for children to learn about the wider world. For example, she takes them on interesting outings. This includes trips to museums, art galleries, community groups and the local park. This helps to promote children's understanding of people who are different from themselves and also contributes to their social skills and physical skills.

**It is not yet outstanding because:**

- The childminder's reflection on practice does not yet have the very high rigour in which to drive the provision forward to the next level.
- The childminder does not always make the most of her tracking systems to ensure that she precisely 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:

- sharpen the way in which reflection is used in order to identify areas for further enhancement in practice
- refine the way 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 and assessed the impact this has on children's learning.
- The inspector discussed self-evaluation, 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.
- The inspector spoke to the childminder and children during the inspection and took account of their views.

### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of the various types and signs of abuse. She knows the procedure to follow should she have any concerns about the welfare of a child in her care. The childminder updates her safeguarding knowledge regularly and keeps well informed of any changes to guidance. She uses her good range of policies, procedures and risk assessments well to help keep children safe. Children learn to keep themselves safe. For example, the childminder explains the importance of handwashing after stroking the family dog. Parents speak very highly of the childminder. For example, they comment that, 'We are extremely happy with the care our children receive and the great progress they have made. We would absolutely recommend her as she is great and very reliable'.

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

Children thoroughly enjoy their time spent with the well-qualified childminder. Her good quality teaching consistently helps them to learn. For example, young children are encouraged to help set up a painting activity. They choose what colour paint they would like to use. The childminder encourages them to squeeze the paint out of bottles onto a tray. This helps to promote children's independence skills. Young children paint their hands with a paintbrush, squishing and squeezing the paint between their fingers. They are encouraged to explore even further. Young children paint their bare feet and giggle as it tickles when the childminder tries to help. The childminder helps them to find out what will happen when they stand on their painted feet. Young children enjoy creating footprints as they walk across paper. They wallow in the activity and take great pride in their achievements. Children are very eager to learn and show curiosity and positive attitudes to learning.

### Personal development, behaviour and welfare are good

The childminder promotes children's understanding of leading a healthy lifestyle well. For instance, she provides them with healthy, freshly prepared, home-cooked meals, such as meat and vegetable stew. The childminder also provides children with fresh fruit and toast for snacks. Children follow good hygiene routines. For example, they are encouraged to wash their hands before eating and after nappy change time.

### Outcomes for children are good

Children make good progress from when they first start at the setting. Young children independently choose from the good and varied range of available resources. They enjoy pretending to go shopping and play imaginatively. Young children enjoy listening to a story. They practise their good listening and speaking skills. Young children join in with the story and have a go at sounding out new words, such as strawberry. They are praised for their efforts and gain confidence in their abilities. Children are prepared well for the next stage in learning and for the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY492650
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1026324
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<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 West Derby, Liverpool. She operates all year round, from 8.30am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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 2017

