

Childminder Report

Inspection date

10 April 2017

Previous inspection date

5 June 2014

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 provides a wealth of interesting resources which children access independently. She plans activities drawn from children's interests or experiences from home. For example, when children visit the zoo, she provides animals and stories to extend their interest further.
- The childminder establishes very good partnerships with parents. Information about children's learning and well-being is shared daily. Parents contribute their own observations to the childminder's assessments. This helps parents to extend their child's learning at home.
- Children enjoy the childminder's company. They form attachments to her and her family, helping them to feel secure and settled.
- The childminder helps children to learn about the world around them. For example, they watch ice melt and see how items absorb water. They figure out how things work, opening and closing doors and flaps, and fitting items into different sized spaces.
- Children follow the childminder's simple rules and boundaries. They behave well.

It is not yet outstanding because:

- The childminder occasionally overestimates the progress children make in some areas of learning.
- Children are not always given sufficient time to become fully absorbed in activities of their own choosing and so have less opportunities to develop concentration skills.

What the setting needs to do to improve further

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

- observe children closely to more accurately identify their next steps for learning
- help children develop better concentration skills, allowing them enough time to fully explore their chosen activities before offering alternatives.

Inspection activities

- The inspector had a tour of the premises, observed the quality of teaching during activities indoors and outdoors, and assessed children's learning.
- The inspector held a number of discussions with the childminder, including how she evaluates her practice. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of the requirements she must meet. She accesses training to ensure her knowledge is up to date and her skills are improving. She exchanges information and ideas with other childminders locally. The childminder reflects on her practice and identifies where improvements can be made. For example, she has recently introduced more effective methods of exchanging information about children's learning, with parents. She intends to source further training to develop her teaching for children with autistic spectrum disorder. Safeguarding is effective. The childminder knows the signs that may indicate a child is at risk of harm and who to contact should she have any concerns. She assesses risks to children in her home and on outings, and prioritises their safety.

Quality of teaching, learning and assessment is good

The childminder is an effective teacher. She provides resources and plans activities that are well matched to children's interests, and help them make good progress in their learning. Children access toys that encourage problem-solving skills and an understanding about cause and effect. They are fascinated as they pour and watch water swirl down toys in the water tray. The childminder uses clear and simple speech to support children learning to talk. She offers a commentary when they play, helping them to hear new words. Children experience the wider community. They visit local places of interest and learn about different people and celebrations around the world. The childminder regularly observes what children can do. Overall, she monitors their progress towards the early learning goals well.

Personal development, behaviour and welfare are good

Children learn how to keep themselves healthy. For example, they wipe their own hands after playing in the mud kitchen and practise tooth brushing on a set of toy teeth. The childminder encourages children to eat healthy snacks. Children try hard to cut up their own banana. The childminder's calm and consistent approach helps children to behave well and comply with safe practice, such as sitting down to eat. The childminder knows children very well. She gathers information about their health and care needs when they enrol and finds out about their family life. Children enjoy looking at photographs of their family and pets, and confidently share them with visitors.

Outcomes for children are good

Children make good progress in their learning. They are prepared well for their eventual move on to school. Children are curious and keen to explore and show an enjoyment of learning. They develop age-appropriate independence and can communicate their wants and needs.

Setting details

Unique reference number	EY310283
Local authority	Liverpool
Inspection number	1087231
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	5 June 2014
Telephone number	

The childminder registered in 2005 and lives in Walton, Liverpool. She operates all year round from 7am to 5pm, Monday to Friday, except bank holidays and family holidays.

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