

Childminder Report

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| Inspection date | 24 April 2017 |
| Previous inspection date | 28 January 2015 |

| 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

- Partnership working with parents and other professionals is strong. The childminder shares ongoing information to help ensure consistency in children's learning.
- The childminder regularly seeks the views of children and parents. She uses this information to plan purposeful play opportunities and make ongoing improvements to all areas of her practice.
- The environment is planned well to promote each child's interests and exploration skills, overall. The childminder provides high-quality resources and experiences that excite and stimulate children's curiosity and motivation to play, learn and discover.
- Children form a close bond with the kind and caring childminder. They settle quickly and make friends easily. Children thoroughly enjoy their time with the childminder.

It is not yet outstanding because:

- The programme of training and professional development is not highly focused to ensure that the high-quality teaching and learning is continuously improving.
- The childminder is not fully consistent in maximising opportunities for younger children to contribute their own ideas and communications.

What the setting needs to do to improve further

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

- ensure that younger children have the same opportunities to contribute their own ideas and communications as the older ones, particularly during group activities
- build on the programme of training and professional development and ensure that the high-quality teaching and learning is continuously improving.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. 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 took account of the views of parents through written feedback provided.

Inspector

Cath Palser

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a robust and confident understanding of child protection issues. She knows what to do should she be worried about the safety or welfare of a child. The childminder regularly checks the quality of provision and the progress that each child is making. She has high expectations of herself and what children can achieve. Parents are kept well informed of children's progress. They are provided with ideas for activities to help them to continue children's learning at home.

Quality of teaching, learning and assessment is good

The childminder establishes effective partnership working with parents from the start. She invites parents to share information on a regular basis. She uses this, together with her own observations, to plan for what each child needs to learn next. On the whole, the childminder uses a range of effective methods to promote children's communication and language skills. She talks to children as they play and introduces new words. She makes learning fun. For example, younger children squeal with delight as they bounce up and down like their favourite character in the book. Older children enjoy experimenting with the water and paints. Children of all ages develop good listening and attention skills. The childminder provides children with plenty of choices and this significantly impacts on their confidence, imagination and creative skills. All children are developing the skills and confidence to support the next stage in their learning.

Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment within which children are happy and self-assured. She is a good role model and gives clear and consistent reminders of expectations. Children understand what is expected of them and they play together cooperatively. The childminder effectively supports each child's physical and emotional well-being. Children develop a growing understanding of how to keep themselves safe and healthy and follow good hygiene routines. They are keen to help carry out small tasks, such as tidying away their resources. Children thoroughly enjoy daily outdoor play where they experience the different weather conditions and learn to care for living things.

Outcomes for children are good

Children show increasing levels of engagement and concentration. They enjoy following their own play ideas and older ones invite younger ones to join in their games. All children are active and independent learners. They are successful and confident individuals. All children are developing the skills and attitudes to help them to be prepared for their move on to school.

Setting details

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| Unique reference number | EY336362 |
| Local authority | Sefton |
| Inspection number | 1092766 |
| 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 | 6 |
| Name of registered person | |
| Date of previous inspection | 28 January 2015 |
| Telephone number | |

The childminder was registered in 1992 and lives in Formby, Liverpool. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant childcare 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.

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