Childminder Report

Inspection date	6 June 2017
Previous inspection date	30 June 2016

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 is kind and caring. She provides a warm and stimulating environment for children. Children are developing good independence skills and have high levels of confidence and self-esteem.
- The childminder values the importance of outdoor play and physical exercise. Children have access to a well-resourced garden and enjoy many different and exciting activities in the local area and educational trips further afield.
- The childminder encourages children to talk and express themselves freely, both individually and in a group. She uses effective teaching methods to stretch their thinking and extend their vocabulary and understanding, overall.
- Generally, the childminder works well with parents and other settings children attend. There is a joined up approach to ensure children's continued good progress, in order to meet their emotional needs.
- The childminder works effectively with her co-childminder. They work together to make meaningful changes to the setting.

It is not yet outstanding because:

- The childminder does not seek and include the views of parents in the self-evaluation of the setting.
- The childminder does not fully consider the unique ways that children learn and use these to further enhance her planning.

What the setting needs to do to improve further

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

- consider more closely the different and unique ways children learn and use this information to inform individual planning
- seek and include the views of parents more regularly in the self-evaluation of the setting.

Inspection activities

- The inspector observed the quality of teaching indoors and assessed the impact this had 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 documents and evidence of the suitability of persons living in the household.
- The inspector spoke to the children during the inspection.

Inspector
Donna Birch

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good range of policies and procedures to support her in ensuring the provision provides children with a safe and secure environment. She knows how to recognise any concerns and who to report these to. Risk assessments are completed and these cover all aspects of the childminder's home and outings, and children are well supervised. The childminder's good knowledge and experience of how children learn, overall, enables her to observe children and make accurate assessments. She is committed to further professional development and has accessed a variety of different courses, such as legislation updates to extend her already good knowledge. The childminder makes good use of daily conversations, text messages and uses a secure social media page to keep parents informed of their child's learning and care needs.

Quality of teaching, learning and assessment is good

The childminder is well qualified and experienced. She plans many exciting and stimulating activities that cover all areas of learning. She effectively supports children's communication and social skills. For example, when playing with the farmyard toys children work together to negotiate and discuss what resources they need and where items will go. They follow simple instructions to construct the building. The childminder asks many different questions and provides opportunities for children to think and answer. Children have many chances to develop their mathematical skills. For example, when playing with dough they talk about concepts, such as size, shape, more and less.

Personal development, behaviour and welfare are good

Children are very happy, confident and settled in the childminder's care. Flexible settling-in sessions are used well. The childminder's nurturing approach to children supports them in developing a sense of emotional security and belonging. She is responsive to children's needs and offers comfort and reassurance when it is needed. The childminder is a good role model and promotes positive behaviour. She teaches children to take turns and use good manners. Children are kind and courteous to the childminder and each other. Children are developing an awareness of how to keep themselves safe. For example, they know to fasten the seat harness when sitting at the table.

Outcomes for children are good

Children are confident and outgoing individuals. They are developing good independence skills. For example, they manage their own personal hygiene needs well, according to their age and stage of development. Additionally, they select and use a range of toys and resources independently. They are motivated, eager to explore and learn new things. Children make good progress in all aspects of learning and are gaining the skills needed for future learning and school.

Setting details

Unique reference number	EY472750
Local authority	Liverpool
Inspection number	1099724
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	15
Name of registered person	
Date of previous inspection	30 June 2016
Telephone number	

The childminder registered in 2013 and lives in the Garston area of Liverpool. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with a co-childminder. The childminder provides early years education for two-, three- and four-year-old children.

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