

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 values the importance of helping children to be physically active and to lead a healthy lifestyle.
- The childminder is well qualified and experienced. She skilfully uses opportunities during children's play to promote their communication and language, personal, social and emotional well-being and mathematical skills.
- Partnerships with parents are positive and well established, overall. The childminder successfully uses a variety of different methods to keep them fully informed of their child's learning and care.
- The childminder is a good role model. She uses age-appropriate strategies to manage behaviour and gently reminds children about her expectations. Children are extremely happy and settled in her care.
- The childminder works well with her co-childminder. They make regular evaluations of their practice and make some meaningful changes to the setting.

It is not yet outstanding because:

- The childminder's observations and assessments do not fully reflect sharply enough on the different ways in which children learn.
- The childminder does not regularly seek and include the views of parents in the self-evaluation of her setting.

What the setting needs to do to improve further

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

- sharpen assessment arrangements to better reflect the different ways in which children learn, and use these to enhance activity plans even further
- 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 during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder and discussed this with her.
- The inspector spoke to the children throughout the inspection.
- 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.

Inspector

Donna Birch

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to protect children from harm. She knows who to contact should she have concerns about a child's welfare. The childminder is mindful of children's safety and supervises them well. She checks the environment on a regular basis and takes appropriate steps to minimise any risk of harm to children, both in her home and on any outings. The childminder monitors children's progress generally well. She observes children as they play and assesses their learning. The childminder uses her knowledge of what children can do to plan the next steps in their learning and development. The childminder demonstrates a commitment to continued professional development. She works cooperatively with her co-childminder and accesses a range of short courses, such as child protection, that complement her already good knowledge.

Quality of teaching, learning and assessment is good

The childminder interacts well with children. She uses fun and effective teaching to help children extend and build on their current skills. Children are supported to learn number concepts. For example, they count during everyday routines and activities and enjoy participating in singing number rhymes and songs. The childminder takes children on many different outings and visits within the local community and further afield. These help support children's physical skills and build their confidence and self-esteem. The childminder supports children's language and communication skills very well. She asks them lots of questions as they play and gives them time to think and respond. Children confidently express their thoughts and ideas. For example, they recall a recent trip to the beach and describe the texture of the, 'Soft sand' and, 'Cold water'.

Personal development, behaviour and welfare are good

Settling-in sessions are flexible and used well. The childminder uses this time to get to know children and their families. The childminder makes the most of daily conversations, text messages and a secure social media site to keep parents informed of their child's care and learning at the setting. She is attentive to children's needs and they happily approach her for comfort and reassurance. Children are developing good social skills and the confidence to do things for themselves. For example, feeding themselves and tidying away toys.

Outcomes for children are good

Children are highly motivated and enjoy learning. They develop good physical and imaginative skills. For example, they manipulate dough to make different shapes and structures and use tools, such as cutters and scissors, safely. Children are making good progress in relation to their starting points and are well prepared for the next stages of their learning and school.

Setting details

Unique reference number	EY472746
Local authority	Liverpool
Inspection number	1099725
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	10
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 holds an appropriate early years qualification at level 3 and works with a co-childminder. She provides early years education for two-, three- and four-year-old children.

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