

# Childminder Report

**Inspection date**

26 July 2017

Previous inspection date

26 May 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 makes accurate assessments of children's progress. She plans for what each child needs to learn next and promptly identifies any gaps in their learning. All children, including those who speak English as an additional language, are making good progress given their starting points.
- The childminder has made significant progress since the last inspection. She has effective systems in place to regularly monitor, evaluate and drive ongoing improvements and raise the quality of practice.
- The childminder promotes a fun and enjoyable learning environment. She provides age-appropriate resources that are easily accessible and planned to encourage children's independence skills.
- Children form strong bonds and attachments with the childminder and her assistant. They settle in well and play cooperatively with their peers.

### It is not yet outstanding because:

- The childminder does not use highly effective methods to engage parents in their child's learning and provide ideas to promote learning at home, particularly for the youngest children attending.
- On occasion, particularly during daily routines and tasks, the childminder does not maximise opportunities to ensure children are highly engaged, motivated and enthused in their learning.

## What the setting needs to do to improve further

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

- develop more effective and consistent methods to provide parents with regular ideas to promote children's learning at home, particularly for the younger children attending
- ensure that routines and tasks are planned more effectively so that children remain highly enthused, motivated and challenged in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities 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 and her assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- 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 and her assistant have a robust understanding of child protection issues. They know the procedures to follow should they be concerned about a child's welfare. The childminder provides her assistant with effective support and supervision to monitor and enhance the quality of teaching and practice. There is a targeted programme of training that has a positive impact on their knowledge and skills. For example, following training attended, the childminder understands the importance of promoting children's physical skills in a variety of ways. The childminder establishes strong links with schools and other settings children attend. This helps ensure that children are provided with consistency in their care and learning.

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

The childminder gathers information from parents when children first start to find out what children can already do. She works with her assistant to effectively plan to meet each child's needs and interests. The childminder promotes children's communication and language well in a variety of ways. She uses action songs, stories and role-play activities and encourages older children to talk about their experiences. She introduces young children to new vocabulary and provides a running commentary as they play. Children are keen to explore and experiment. For example, children investigate the technology toys and work out the different effects they make. Children are motivated to learn and are developing the skills for future learning.

### Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment. Children show a strong sense of belonging and are confident in new situations and to try new things. The childminder works with parents to find out children's care needs and routines to ensure consistency in meeting children's needs. She is a good role model and provides clear and consistent explanations of expectations. Children behave well and are kind and considerate to each other. The childminder uses a range of effective methods to help children learn about how to keep themselves safe and healthy. Children learn about the effects of exercise on their bodies and make healthy choices. Their physical and emotional well-being are supported well.

### Outcomes for children are good

Children are active and independent learners who have an eager disposition towards learning. They develop high levels of self-assurance and self-esteem and enjoy good relationships with the childminder, her assistant and their peers. Children are confident to share their views and ask questions. They learn to manage their self-care and personal needs, including toileting and putting on their own shoes and coats independently. Children listen attentively to instructions and are keen to help carry out small tasks, such as tidying away their toys. All children, including those who speak English as an additional language develop the skills and attitudes ready for school.

## Setting details

<b>Unique reference number</b>	EY412083
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1100574
<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>	12
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	26 May 2017
<b>Telephone number</b>	

The childminder registered in 2010. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder and her assistant both hold an early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. She supports a number of children who speak English as an additional language.

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