

# Childminder Report

**Inspection date**

7 September 2017

Previous inspection date

6 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 well-qualified childminder regularly seeks the views of children and parents. For example, she recently asked children what she could do better. Children state, 'We went to the shops and bought two batteries, the fire engine is better now'.
- The childminder completes regular observations of children's learning and identifies what they need to learn next. This helps her to plan activities that are closely tailored to children's individual needs and interests. Children make good progress.
- Children develop a secure understanding of mathematics. The childminder teaches them how to use mathematical skills and language during activities. For example, children count apples that they pick from trees in the garden. They learn about size, shape and measure, such as when they wash the apples to eat at snack time.
- The childminder promotes children's communication and language skills particularly well. For example, she models clear language consistently as children play and asks them questions that encourage them to think and respond with an answer.
- Children are very happy and settled in the care of the childminder. They have formed strong attachments with her and show that they feel comfortable in her care. The childminder skilfully promotes children's self-esteem and confidence.

### It is not yet outstanding because:

- The new systems that the childminder uses to assess and track children's progress are not yet deeply embedded to help support them to make outstanding progress.
- Occasionally, the childminder does not fully encourage children to have a more independent role in their learning, particularly during adult-led activities.

## What the setting needs to do to improve further

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

- continue to embed the new assessment and tracking systems so that children are supported to make even higher levels of progress
- review adult-led activities and provide children with a wider range of opportunities to have a more independent role in their learning.

### Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area. She observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector discussed self-evaluation and checked evidence of the childminder's qualifications, training certificates, risk assessments and looked at a sample of her policies and procedures.
- The inspector checked evidence of the suitability of the childminder and other adults living on the premises.
- The inspector spoke to children and took account of the views of parents from written feedback they had provided.

### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder makes good use of knowledge gained from training. For example, she has made changes to her safeguarding policy to include wider safeguarding issues. The childminder is clear about what to do should she have concerns about the welfare of a child. She has a good understanding of her responsibilities to inform Ofsted of any changes or significant events. The childminder knows the procedures to follow should an allegation be made against herself or member of her household. She completes effective risk assessments for her home and on outings to help keep children safe. The childminder accesses regular training to help keep her knowledge up to date. For example, she has recently refreshed her understanding of managing children's behaviour. The childminder uses effective strategies that help to promote children to share and take turns.

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

The childminder builds positive relationships with parents and other settings where children attend. She shares information with them regularly to provide continuity of children's care and learning. Children enjoy listening to stories that the childminder reads to them. She uses various teaching methods that help children to engage and join in. For example, children are encouraged to talk about the pictures on each page. They use their good imaginations and language skills to describe what they think is happening. The childminder encourages children to remember and retell the story at the end. This helps to promote children's good recall skills.

### Personal development, behaviour and welfare are good

Children behave well and use good manners. Overall, they choose to play from the good range of available resources independently. Children enjoy being outdoors and actively learn about the natural environment. The childminder promotes healthy lifestyles well. For example, she prepares healthy and nutritious, home-cooked meals that children enjoy. The childminder provides children with many opportunities for physical activity. For example, children play on equipment at the local park and go on regular trips within the community. The childminder teaches children about using traffic lights to safely cross at roads. This helps them to develop knowledge of road safety.

### Outcomes for children are good

Children are working well within expected levels for their age. They engage well and show an eagerness to learn. Children are confident and sociable. They enjoy joining in with the stimulating activities provided. Children learn new words, such as, 'juicy' and 'pips' and use these to describe apples that they eat at snack time. Children are learning to care for their personal needs, including toileting. They gain a good understanding of the importance of following effective hygiene practices, such as handwashing. Children are prepared well with the skills they need for future learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	962028
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1101876
<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>	2 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 May 2014
<b>Telephone number</b>	

The childminder registered in 2001. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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