

Childminder Report

Inspection date

20 September 2017

Previous inspection date

25 April 2013

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 demonstrates her commitment to providing the best possible care and learning for children. Children develop strong, caring relationships with her and this helps to promote their confidence and self-esteem.
- The childminder's home is welcoming. Children play happily with the wide range of toys she provides.
- The childminder promotes children's positive behaviour well. For example, she skilfully guides them to share toys with each other and to take turns. This helps children learn to respect other people.
- Partnerships with parents are strong. Parents report that children are eager to attend the childminder's provision. They welcome the childminder's regular updates about children's care and learning.
- The childminder works with parents to establish starting points for children's learning. She closely observes children and tracks their progress accurately. She shares information about children's care and learning with other settings they attend. This helps to promote continuity in children's progress and well-being.

It is not yet outstanding because:

- The childminder does not yet consider the quality of her teaching and the impact that this has on children's progress when she evaluates her provision.

What the setting needs to do to improve further

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

- extend the self-evaluation process that looks more closely at the quality of teaching and the impact it has on children's learning.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. She assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector took account of the views of parents and carers.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

The childminder's provision is well organised and children make good progress. Arrangements for safeguarding are effective. The childminder keeps her knowledge of child protection matters up to date. She knows what she must do if she is concerned that a child may be at risk of abuse or neglect. The childminder seeks out and implements advice and training from a range of sources. For example, she attends local childminder forum meetings to share ideas and find out about changes to requirements. The childminder identifies and minimises hazards in her home to provide a safe environment for children to explore safely.

Quality of teaching, learning and assessment is good

The childminder knows children well. She plans activities that challenge and interest them and they participate with enthusiasm. For example, the childminder identifies that children are ready to develop more strength and coordination in their hands. She plans activities that use one-handed tools, such as scissors and tweezers. This helps to promote children's physical development and early writing skills well. The childminder skilfully promotes children's understanding of mathematics. For example, children blow bubbles and identify which are big and which are little. In a further example, when a bubble settles gently on the table in a dome shape, the childminder describes it as half a bubble. This helps children to understand language about size.

Personal development, behaviour and welfare are good

The childminder demonstrates a strong understanding of how children learn. Children have plenty of opportunities to express their own ideas and preferences when they participate in activities. This helps to promote their imaginations and thinking skills. Children learn to eat a healthy, balanced diet. They follow well-established rules and routines that help to promote their independence and safety. For example, children follow the rule to stop and wait before they cross the road. Children go on regular outings with the childminder and this helps them to learn about their local community and the wider world. For example, children visit the library and choose books they want to borrow.

Outcomes for children are good

Children develop the skills, knowledge and attitudes to learning that prepare them well to start school. They acquire a wide vocabulary in the context of interesting activities, outings and conversations. They know the words to familiar songs and rhymes and are eager to read stories with the childminder. Children begin to recognise their written names and understand words about measurement. For example, they read their name on the height chart and find out who is the tallest. Children develop independence in using the toilet. They wash their hands properly and know why this is important.

Setting details

Unique reference number	EY452578
Local authority	Wirral
Inspection number	1066255
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 13
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	25 April 2013
Telephone number	

The childminder registered in 2012 and lives in Wallasey. Her provision operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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