

Childminder Report

Inspection date	23 November 2017
Previous inspection date	3 April 2014

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 has a good programme of professional development in place. She uses information gained from training well. For example, the childminder closely monitors children's ongoing progress towards the early learning goals. She identifies and swiftly addresses any early gaps in children's development.
- New children settle quickly. They form strong attachments to the childminder and their peers. Children behave well. The childminder constantly praises children, helping them to build confidence and self-esteem.
- Partnerships with parents are good. The childminder shares regular information with parents in a variety of ways. Parents write that they are kept well informed about their child's development. Children make good progress.
- The childminder teaches children about the importance of exercise and the impact this has on their bodies. Children thoroughly enjoy jumping and dancing to music. This helps them to develop good physical skills.

It is not yet outstanding because:

- Sometimes, the childminder does not allow the children enough time to think and express their thoughts in response to the questions she asks. This does not fully support children's thinking skills to the highest level.
- The childminder does not consistently share information with other settings that children attend to provide further continuity 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:

- provide more opportunities for children to be able to respond to questions and share their own thoughts and ideas
- strengthen partnerships with other early years settings that children attend and ensure that information is shared consistently about children's learning and development.

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities indoors and outdoors 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, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's suitability, qualification and training certificates.
- The inspector 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

Safeguarding is effective. The childminder has a detailed knowledge and understanding of the procedures to follow should she have concerns about a child's welfare. This includes a good understanding of issues regarding wider safeguarding concerns. The childminder has a wide range of written policies and procedures in place that she uses well and shares with parents. This helps to ensure the safe and efficient management of her setting. The childminder reflects well on the overall quality of her practice. She considers the views of parents and children in her self-evaluation process.

Quality of teaching, learning and assessment is good

The experienced childminder carries out regular observations and assessments of children's learning. She identifies what children need to learn next and plans activities and experiences that are enjoyable and interesting. Children are motivated and eager to learn. For instance, they mix flour and coloured water together with enthusiasm to make dough. Younger children discover that they can make marks in the dough, building on their early writing skills. Older children use their good imaginative skills. They pretend to make cakes and talk about how they will celebrate their birthday at home. The childminder models counting and encourages children to identify numerals displayed on the wall. Children use good mathematical skills. For instance, they count with confidence and use language appropriately to describe the size of objects.

Personal development, behaviour and welfare are good

Children are happy and show that they feel secure in the childminder's warm and welcoming home. They make independent choices from the good range of toys and resources available. Children know to clean their hands before eating and after toileting, following good hygiene practices. Children learn about healthy lifestyles. For example, the childminder provides healthy meals, such as freshly made porridge for breakfast. The childminder takes children on outings into the community, such as to the local park. This helps children to gain an understanding of the wider world.

Outcomes for children are good

Children are working within expected levels of development for their age. They use good manners and are learning to share and take turns. Children learn to manage age-appropriate risks. For example, they help to tidy away resources when they have finished playing to prevent trip hazards. Children are curious and demonstrate good attitudes to learning. They gain the skills they need in readiness for the next stage in their learning and their eventual move to school.

Setting details

Unique reference number	322246
Local authority	Liverpool
Inspection number	1087122
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	3 April 2014
Telephone number	

The childminder registered in 1996. She operates all year round from 8am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays.

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