

# Childminder Report

**Inspection date**

7 December 2017

Previous inspection date

8 April 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 childminder has created a warm, welcoming and vibrant environment for children to enjoy. She provides a rich and varied range of activities that reflects children's interests. These opportunities help to support children's development across all areas of learning. Children are making good levels of progress.
- Children form warm and trusting relationships with the childminder. They are content and settled in her care. Children demonstrate a strong sense of belonging and high levels of self-esteem.
- The childminder has established positive relationships with parents. She shares information about what children have enjoyed participating in through daily discussions. She encourages parents to comment on the assessments she has made regarding their child's progress while in her care.
- The childminder continually reflects on her practice and evaluates her provision. She takes into account the views of parents and children. This helps to drive improvement and enhance learning opportunities for children.

### It is not yet outstanding because:

- The childminder has not established highly effective strategies for gaining information from parents about children's learning at home.

## What the setting needs to do to improve further

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

- strengthen partnerships with parents to gain more information about what children are learning at home.

### Inspection activities

- 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 a joint observation of an activity with the childminder.
- 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.
- The inspector took account of the written views of parents.

### Inspector

Karen Cox

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a robust understanding of the procedures to follow should she have a concern about a child's welfare. She completes thorough risk assessments, which help to assure children's safety. The childminder keeps abreast of recent changes in legislation by attending a variety of training courses. Additionally, she shares and discusses her knowledge and skills with other local childminders, which has a positive impact on her teaching and the quality of care that children receive. The childminder monitors the educational programme she provides and the progress children make. This helps to ensure that there are no gaps in learning and any additional support needed is secured quickly.

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

The childminder makes accurate assessments of children's learning and knows their current level of development. She promotes children's emerging language skills well. For example, she models correct language and uses repetition to help reinforce their understanding. Furthermore, she asks children questions about what they are doing and gives them appropriate time to express their thoughts and ideas. Children enjoy being creative, such as when they use collage materials to design pictures. They use tools with increasing confidence and describe what they have made. Children are encouraged to solve problems and complete complex jigsaw puzzles. They work collaboratively with the childminder and are able to follow simple instructions to help them succeed in their chosen activity.

### Personal development, behaviour and welfare are good

Children are happy and settled and show increasing confidence in their play. They make plenty of choices about what they would like to do and are proud of their achievements. Children's behaviour is good. This is because the childminder uses clear and consistent strategies to help support their understanding. Children know what is expected of them. For example, they help to tidy away toys and equipment when they have finished using them. Children attend group activities in the local community regularly. This helps to develop their social skills and their understanding of the world around them. Children have regular opportunities for fresh air and exercise, where they develop their physical skills. They learn to keep safe and healthy, and to follow effective hygiene procedures. For example, children are encouraged to drink water and eat healthy snacks. They are reminded to wash their hands and use a tissue when needed.

### Outcomes for children are good

Children are developing the skills and attributes needed in readiness for school. They learn to share, take turns and deal with their self-care needs. Children use simple mathematical concepts, such as counting and make comparisons as they play. Children are becoming confident communicators. They enjoy sharing books and talking about what is happening in their favourite stories.

## Setting details

<b>Unique reference number</b>	315383
<b>Local authority</b>	St. Helens
<b>Inspection number</b>	1087092
<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>	3 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 April 2014
<b>Telephone number</b>	

The childminder registered in 1995 and lives in Rainhill, Merseyside. She operates all year round, from 7am to 6pm, Monday to Friday, except during bank holidays and family holidays.

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