

Childminder Report

Inspection date

18 December 2017

Previous inspection date

6 November 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 is very enthusiastic and strives to provide a safe, warm and welcoming environment for children.
- The childminder has a sound knowledge of the requirements of the early years foundation stage. She has a good understanding of each child's individual interests and current stage of development. Children make good progress in their learning.
- Children develop good early mathematical skills. The childminder skilfully weaves counting into everyday activities. For example, she encourages children to count footprints they have made with sand on the path in the garden.
- The childminder develops secure relationships with parents and other providers. She shares regular information about children's progress and development. This helps to ensure that there is a continuity of care and learning for children.
- The childminder provides many opportunities for children to learn outdoors in the garden. For example, children help the childminder to grow fruit and vegetables. They learn when it is time to harvest the produce. Children enjoy eating what they have grown, such as fresh strawberries and pumpkins that the childminder makes into soup.

It is not yet outstanding because:

- The childminder does not consistently provide children with enough time to think about a response, before asking further questions.
- The childminder does not consistently support children's growing understanding of the benefits of following good hygiene practices.

What the setting needs to do to improve further

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

- enhance children's good thinking skills further and allow them enough time to think about a response before asking additional questions
- build on children's understanding of the benefits of following good hygiene practices and further support their understanding of leading healthy lifestyles.

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 spoke to the childminder, children and some parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder accesses all required training and has updated her knowledge of changes to welfare requirements. She understands what she must do if she has a safeguarding concern and is vigilant in ensuring children's safety and welfare. The childminder reflects very well on the quality of the service that she provides. She completes her own research to support her in developing her practice. The childminder takes the views of parents and children into consideration when planning any improvements. She keeps parents well informed about their child's day spent with her. The childminder offers advice on feeding children and how parents can further support their child's learning at home. Parents speak positively about the support they receive from the childminder and the good service that she provides.

Quality of teaching, learning and assessment is good

The well-qualified childminder completes regular observations and assessments of children's learning. She specifically identifies what children are interested in and uses this information to plan activities that they enjoy and to help them to achieve what they need to learn next. The childminder tracks the good progress children make well. Children confidently access the good range of available resources. For example, they choose to play outdoors and enjoy digging in the sand. Children notice rainwater in a tray. They solve simple problems, such as how to use a container to transport the water to add to the dry sand. Children show enthusiasm in the changes this makes and learn about different textures. They are motivated and eager to learn.

Personal development, behaviour and welfare are good

Children form strong attachments to the childminder. They behave well and are learning to share and take turns with one another. The childminder is kind, caring and sensitive to children's individual needs. She offers an abundance of praise and is a good role model. Young children build on their early self-care skills, such as when they practise putting on their outdoor shoes. The childminder helps children to learn about the wider world. For example, she takes them on outings, such as to community groups, the library and local park. This helps to promote children's understanding of people who are different from themselves. This also contributes to their developing good social and physical skills.

Outcomes for children are good

All children, including those who are funded, make good progress from when they first start. They develop skills which help to prepare them for the next stage in their learning and their eventual move on to school. For example, young children practise writing letters from their name that they copy from name tags. They are independent and confidently make decisions, communicating their needs to adults. Young children listen well and follow instructions. They learn to use scissors safely, managing age-appropriate risks. Young children practise their creative skills, such as when they make Christmas cards. They are eager to take the cards home and give them to family members.

Setting details

Unique reference number	322310
Local authority	Liverpool
Inspection number	1103744
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	6 November 2014
Telephone number	

The childminder registered in 1998 and lives in Norris Green, Liverpool. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-year-old children. The childminder is registered to provide overnight care.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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