

Childminder Report

Inspection date

16 April 2018

Previous inspection date

11 June 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

- Children develop warm, playful relationships with the childminder. They enjoy her company and show how secure and comfortable they feel in her home.
- The childminder helps children to develop empathy. She encourages children to think about why people may feel happy, sad or excited.
- Children have plenty of opportunities to practise the physical skills they need to help support their future writing. For example, they use cutters and rolling pins, build with blocks and thread beads.
- The childminder has established effective partnerships with the other settings children attend. Information about children's learning and development is shared, helping the childminder to provide complementary activities.
- Parents make positive comments about the learning opportunities the childminder provides and the care she gives children. For example, they say, 'My child has settled really well, she enjoys lots of days out and always comes home with great creations'.

It is not yet outstanding because:

- The assessments the childminder makes of children's progress are not always thorough enough to identify exactly what children need to learn next in all areas of learning.
- The childminder does not actively seek ways to enhance her good knowledge and skills further to continually develop and improve her practice.

What the setting needs to do to improve further

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

- strengthen assessment processes so that what children need to learn next is more clearly identified in all areas of learning
- pursue opportunities for professional development that help identify how practice can be further enhanced.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed children's learning.
- The inspector held a number of discussions with the childminder, including about how she evaluates her practice. She looked at relevant documentation and evidence of the suitability of people living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of parents' comments provided in written feedback.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a thorough understanding of child protection procedures. She can recognise when children's welfare may be at risk and knows who to refer any concerns to. The childminder is experienced and meets her professional responsibilities to a high standard. She works effectively with other professionals to support children's learning and development and to prepare children for moving on to school. The childminder uses a variety of methods to keep parents up to date with their children's progress, and to help them to continue their child's learning at home.

Quality of teaching, learning and assessment is good

The childminder finds out what children can already do when they join her setting. She observes children's development and provides activities she knows they will enjoy to help them make progress. The childminder skilfully enhances children's learning as they play. For example, during a play dough activity she supports children's speaking and physical skills while also building their understanding of mathematical concepts, such as size and shape. Children begin to problem solve for themselves and ask for help when they need it. The childminder gives clear, simple instructions to help children complete challenging tasks independently. Some children make rapid progress in their learning. For example, they learn to recognise, then write their name and move on from making snips in paper to competently cutting out shapes.

Personal development, behaviour and welfare are good

Children respond well to the childminder's calm and positive approach. They are well behaved and enjoy helping to complete simple tasks, such as wiping the table after eating or tidying up toys. Children have plenty of opportunities to make independent choices in their play. The childminder provides a wide range of accessible resources. She provides a good balance between adult-led activities and time for children to become absorbed in activities, such as imaginary play. Children respond sympathetically when the childminder uses puppets to explore different emotions. The childminder has a good awareness of how to support children's emotional well-being. She promotes an inclusive, family atmosphere, helping new children to settle quickly. Children enjoy a wide range of outings to various places, such as museums, farms and the beach. They also enjoy taking the childminder's new puppy for a walk in a local park.

Outcomes for children are good

Children develop independence. They learn to feed themselves, wash their hands and dress themselves. Children, including those who speak English as an additional language, make good progress in speaking and confidently make their needs known. Children learn to recognise numbers and shapes in their environment. They show enthusiasm and excitement as they play and explore. Children are well prepared to move on to school.

Setting details

Unique reference number	EY456635
Local authority	Liverpool
Inspection number	1066516
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	11 June 2013
Telephone number	

The childminder registered in 2013. The childminder is open all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an early years qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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