

# Childminder Report

**Inspection date**

27 June 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 works closely with parents to find out about children's learning and care needs when they first start. Parents receive regular information about their child's progress and are well supported to contribute to their learning at home.
- The childminder is caring and nurturing and children form strong attachments to her. They are self-assured and show they have strong bonds with the childminder. For example, children confidently wave goodbye to their parents when they leave and delight in the childminder's company.
- The qualified childminder arranges the environment so that children can make choices in their play. She provides a stimulating range of resources to help children explore, create and use their imaginations.
- The childminder is committed to working in partnership with other settings and professionals to help meet children's learning and support needs.
- The childminder is a positive role model. Children learn how to be respectful and manage their emotions effectively. Their behaviour is very good.

**It is not yet outstanding because:**

- The childminder does not always make the most effective use of assessments to focus more precisely on what children need to learn next to help them make better than good progress.

## What the setting needs to do to improve further

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

- make the most effective use of information gained from assessments to focus more precisely on what children need to learn next to help them make the best possible progress.

### 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 evaluation 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 spoke with children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Rachel Deputy

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of the procedure to follow should she have a safeguarding concern about a child. She is confident in local reporting procedures. She uses her policies and procedures well to further support safe practice. Risk assessments are also completed on a regular basis, with appropriate steps taken to minimise risks and help keep children safe. For example, children are fully supervised when using the stairs and kitchen. The childminder regularly reflects on and evaluates her practice and seeks the views of parents and children to try and identify ways to improve this further.

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

The childminder supports children's communication and language skills particularly well. She listens carefully to them, repeats back what they have said and adds new words to help extend their language. The childminder responds to children's emerging interests effectively to help to support their understanding of cause and effect. For example, children's understanding of technology is supported as the childminder teaches them how to ask an interactive device to play their favourite songs. Children excitedly tell it to, 'play Old Macdonald' and begin to recognise and sing along to some of the words. This also helps them to learn new vocabulary through rhyme and repetition.

### Personal development, behaviour and welfare are good

Children learn the importance of healthy lifestyles as the childminder embeds this into everyday routines. For example, children wash their hands before eating and enjoy healthy snacks. Children are supported to become increasingly independent. For example, the childminder gently encourages them to complete simple tasks for themselves, such as pouring their own drinks. She offers meaningful praise and encouragement to boost children's confidence and self-esteem. Children venture on lots of outings to the local parks, farms and places of interest which helps them to develop an understanding of the world.

### Outcomes for children are good

Children are confident and motivated learners. They show good listening and attention skills and become fully engaged in their play. Children enjoy playing with other children at playgroups they attend with the childminder. This introduces them to a wider circle of friends and helps to extend their social skills. Children are well prepared for the transition to school. All children make good progress in their learning and work comfortably within the range of development typical for their age.

## Setting details

<b>Unique reference number</b>	EY498953
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1043900
<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>	2 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2016 and lives in Walton, Liverpool. She operates all year round from 8am to 6pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 5.

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