

Childminder report

Inspection date	19 September 2018
Previous inspection date	2 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder has a full understanding of her responsibilities and her setting is well managed. She regularly engages parents in discussions about their children's learning and understands the importance of sharing information with other settings that children attend.
- Children are very happy at the childminder's house. They confidently access a variety of resources and communicate their needs with the childminder.
- The childminder uses questions and comments effectively to support children's thinking skills. Children have opportunities to solve problems and think about why activities have a certain outcome.
- Children make good progress, overall, and are well prepared for their next stages of learning. Older children develop good social skills. They are caring, polite and helpful. Children help to tidy away the toys they have been using and share resources with others.

It is not yet outstanding because:

- The childminder's current professional development programmes do not focus sharply enough on developing the quality of teaching to an outstanding level.
- The childminder does not make the best possible use of opportunities to assess children's skills and achievements in the specific areas of learning, to help plan effectively for their development in these.

What the setting needs to do to improve further

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

- engage in an ongoing programme of professional development to enhance the quality of teaching to the highest possible level
- strengthen assessment arrangements to focus more sharply on older children's achievements in the specific areas of learning and what they need to learn next.

Inspection activities

- The inspector had a tour of the areas of the premises used for childminding purposes.
- The inspector reviewed parents written feedback. She sampled and discussed other documents, including children's records and evidence of the childminder's suitability and qualifications.
- The inspector conducted a joint observation with the childminder. She observed play and activities in the indoor and outdoor areas.

Inspector

Lauren Parsons

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her responsibility to identify and report any concerns about children's welfare, including if they have been exposed to any extreme views. The childminder uses risk assessment effectively to minimise potential hazards. Children understand how to manage risk too, for example, they use knives safely when preparing their own fruit for snack. The childminder monitors children's progress in the prime areas of learning well and can identify where children may require additional support. She understands the importance of working in partnership with parents and other professionals to promote continuity. Parents feel that the childminder communicates very well with them. They have regular opportunities to review and contribute to children's records.

Quality of teaching, learning and assessment is good

The childminder regularly observes children and uses what she knows about their interests to plan activities that support their ongoing development and they make good progress in each area, overall. Children really enjoy playing with the childminder. She follows their interests during activities which helps children to stay engaged and feel motivated. Children practise making marks in different ways. Some children use their fingers to make shapes or write letters in shaving foam. Others practise making shopping lists in the role-play area. In the outdoor area, children play imaginatively. They bake mud 'pies' and 'cakes', carefully putting these into the oven and encouraging visitors to blow on them in case they are too hot. The childminder encourages children to choose stories to read. They sit and listen well, trying to guess what will happen next. Some children can also recognise written numbers and count accurately.

Personal development, behaviour and welfare are good

Children behave well. They understand the rules of the childminder's home and follow these well. Children learn about the world around them and enjoy outings, puzzles, stories and imaginative play resources. The childminder gathers information about children's individual backgrounds and cultures to reflect these at her setting. She provides opportunities for children to learn more about diversity as well as their local community. Children's physical health is promoted effectively. They select different fruits for snack and the childminder provides freshly cooked, nutritionally balanced meals that meet children's individual dietary requirements.

Outcomes for children are good

Children are encouraged to be independent. They make choices about what they would like to do, prepare their own snacks and manage their personal hygiene with little adult support. Children develop a variety of skills that prepare them well for their next stages of learning or the move to school.

Setting details

Unique reference number	EY294786
Local authority	Liverpool
Inspection number	10069570
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 July 2014

The childminder registered in 2005 and lives in Gateacre, Liverpool. She operates all year round from 7.30am to 5.30pm Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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