

# Childminder report

|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 25 September 2018 |
| Previous inspection date | 27 August 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 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 an accurate understanding of the quality of her setting. She seeks the views of parents and children to continually develop and enhance the service she offers.
- Children eagerly seek out the childminder and her assistants to join in with their games. The childminder creates a home-from-home environment with a very welcoming atmosphere. Children clearly enjoy being in her company.
- The childminder has high expectations for what children can achieve. She monitors their development well to quickly identify areas where they may require additional support.
- Children's social skills are very well supported. Staff are positive role models, encouraging children to share, take turns and resolve disagreements independently, where possible. Children are well prepared for their future learning.

### It is not yet outstanding because:

- The childminder does not make best use of what she knows about her own teaching skills, and those of her assistants, to sharply focus professional development opportunities to raise the quality of teaching to the highest level.
- Sometimes, the childminder and her assistants do not make the best use of opportunities to fully extend and challenge the thinking skills of older children.

## What the setting needs to do to improve further

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

- build on the training and professional development arrangements to enhance the overall quality of teaching to the highest possible level
- make the best possible use of opportunities to challenge and extend older children's thinking skills.

### Inspection activities

- The inspector had a tour of the areas of the premises used for childminding purposes.
- The inspector spoke with the childminder and her assistants at appropriate times during the inspection. She discussed and reviewed relevant documents, including children's records and evidence of the childminder's suitability and qualifications.
- The inspector observed activities indoors and outdoors. She conducted a joint observation with the childminder.
- The inspector reviewed parents' written feedback.

#### Inspector

Lauren Parsons

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistants are fully aware of their responsibilities and how to identify and report concerns relating to children's welfare. They have undertaken suitable training to develop their understanding of how to identify and address wider child-protection issues. The childminder manages her setting well. Her assistants are deployed and supervised effectively and provide support for children as they move around her home. The childminder works effectively in partnership with parents. Parents' feedback about the quality of care and learning experiences provided by the childminder is exceptionally positive. They feel informed and involved in their children's learning. Parents also comment on the suggestions made by the childminder to enhance their children's learning at home.

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

The childminder and her assistants understand how children learn. They adapt their interactions and activities to suit the needs and stages of development of each child. Babies enjoy exploring the properties of different materials. They develop their physical skills, pulling to stand and engaging in interesting table-top activities. Young children enjoy exploring malleable materials, such as salt dough. They talk about the shapes they are cutting out and what they will make with them. Older children play very well alongside one another. They cooperate to lift a play car up onto the lawn, ready to be used for a game. The childminder regularly observes children and assesses their progress. She plans experiences and activities that support children's development in all areas of learning.

### Personal development, behaviour and welfare are good

Children behave very well. They listen to adults' instructions and rules. The childminder uses praise and encouragement to support children's understanding of good behaviour. She organises routines effectively to meet the needs of individual children. The childminder and her assistants have formed close, caring relationships with all of the children. Children's health and welfare is promoted effectively. The childminder and her assistants are attuned to signals that babies are getting tired or hungry. Children often enjoy walks in the local area and learn to move their bodies in different ways. Older children manage risks well, asking for help when needed.

### Outcomes for children are good

All children make good progress from their individual starting points. They develop the required skills to support them as they move on to the next stage of their learning and school. Older children are polite and have good communication skills. They begin to recognise some written letters and initial letter sounds. They manage their own intimate care routines with little adult support.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY300990  |
| <b>Local authority</b>             | Liverpool   |
| <b>Inspection number</b>           | 10069571  |
| <b>Type of provision</b>           | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder   |
| <b>Age range of children</b>       | 0 - 3   |
| <b>Total number of places</b>      | 18  |
| <b>Number of children on roll</b>  | 13  |
| <b>Date of previous inspection</b> | 27 August 2014  |

The childminder registered in 2005 and lives in Hunts Cross, Liverpool. She operates from 8.30am to 5.30pm, Monday to Thursday for 48 weeks per year. The childminder holds early years professional status. She works alongside two qualified assistants.

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