

# Childminder report

<b>Inspection date</b>	2 October 2018
Previous inspection date	8 January 2015

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The childminder has high expectations of what children can achieve. She continually encourages them to become independent within their own learning, successfully building their confidence. Children are extremely happy and content within her care, and demonstrate a strong sense of belonging.
- Partnerships with parents are secure. The childminder effectively engages parents in supporting children's development. For example, parents successfully contribute to encouraging children's language development, particularly when English is spoken as an additional language.
- The childminder offers a warm, welcoming and highly stimulating learning environment. Children are extremely motivated and eager to participate, displaying a strong level of curiosity.
- Children make good progress compared with their starting points. The childminder knows individual children well and how to develop their key skills, to prepare them for the next stages in their learning.

### It is not yet outstanding because:

- Children have limited opportunities to learn regularly about other cultures and beliefs through independent play.

## What the setting needs to do to improve further

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

- provide a variety of activities and resources to strengthen children's knowledge and understanding of a range of cultures and beliefs beyond their own.

### Inspection activities

- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector observed the quality of teaching and learning during activities indoors and outdoors, and assessed the impact on children's development.
- The inspector spoke with parents and took into account their written views and feedback.
- The inspector looked at relevant documentation, including evidence of the suitability of persons living in the household.
- The inspector completed a joint observation of an activity with the childminder.

### Inspector

Leanne McDowell

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to recognise indicators of various types of abuse. She is clear about what to do if she has any concerns regarding children's safety and well-being. The childminder continually reflects on her own practice and that of her assistant, and evaluates how to improve the quality of their teaching and learning. For example, she ensures that planned activities are flexible to support child-led play, which helps to maintain children's high levels of engagement. The childminder identifies her own training requirements and is proactive in refreshing her knowledge and that of her assistant. For example, they have both completed paediatric first-aid training.

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

The childminder provides a range of resources, allowing children to create challenges within their own learning. For example, children access real kitchen utensils in the garden, of varying sizes and uses. They explore items and become self-sufficient in extending their own experiences. The childminder adapts her use of language skilfully when supporting individual children. For example, she asks open-ended questions to develop children's understanding further. She uses visual prompts to engage younger children. The quality of teaching is consistently strong. The childminder maximises opportunities to link activities to support the curriculum. For example, she extends exploratory craft activities to develop children's early literacy and mathematical skills.

### Personal development, behaviour and welfare are outstanding

Children are highly responsive to the routines set by the childminder and demonstrate exceptional behaviour. The childminder establishes effective, high standards in care and hygiene procedures. For example, she uses language appropriately to explain the importance of washing hands. The youngest children are extremely positive in attempting to be independent in self-care, for example, trying to put their own coats and wellies on to play outside in the rain. She highly values sharing and taking turns, and children display exquisite manners. The childminder boosts confidence in children displaying empathy for others, developing children's emotional well-being.

### Outcomes for children are good

The childminder places an importance on teaching children to become independent with self-help skills and personal needs. She places a high regard in ensuring children are well prepared for the transition to school. Young children concentrate intently and demonstrate high levels of exploration during activities. The childminder targets any gaps in children's learning and development, and implements good strategies to improve their attainment consistently.

## Setting details

<b>Unique reference number</b>	322267
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10071013
<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>	1 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	8 January 2015

The childminder registered in 1993 and lives in Wavertree, Liverpool. She operates all year round, from 8am to 5.30pm on Tuesdays, Wednesdays and Thursdays, except bank holidays and family holidays. She holds an appropriate qualification at level 4 and occasionally works with her husband, who is her assistant.

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