

Childminder report

Inspection date	8 October 2018
Previous inspection date	20 June 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 provides a safe and welcoming environment, where children learn through play and exploration.
- Children are keen to take part in a broad range of activities and learning experiences at the childminder's home and in the local community. For example, children attend groups and take walks to the local woodland.
- The childminder knows each child well as an individual. She monitors their development successfully, which enables her to identify and address any gaps in their learning quickly. This helps children to make good progress.
- Children are happy and relaxed. They form close relationships with the childminder. Children develop good levels of self-esteem and behave well. The childminder praises and encourages children in their play to help them persevere and make independent choices.
- Parent partnerships are good. The childminder keeps parents informed of their children's progress. Parents comment positively on the childminder's communication and their children's learning.

It is not yet outstanding because:

- Although the childminder is reflective about the environment, opportunities are missed when identifying more specific areas for professional development.

What the setting needs to do to improve further

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

- use reflection more effectively to identify specific areas for professional development, and regularly review the impact of this on children's learning.

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 viewed the areas of the childminder's home that children use.
- The inspector looked at a sample of documents, which included children's progress records and the safeguarding policy.
- The inspector and the childminder discussed children's learning and progress, and evaluated a play activity together.

Inspector

Liz Fortune-Price

Inspection findings

Effectiveness of leadership and management is good

The childminder is passionate and wants to offer the best provision for the children in her care. The childminder monitors and reflects effectively on the quality of the environment. Where she identifies areas for improvement, she considers how this will benefit the children in her care. For example, she has changed the way resources are stored so that children can choose with what to play. Safeguarding is effective. The childminder checks that the premises and equipment are safe for children to use and that the risks at other venues visited are assessed. She has a secure understanding of how to keep children safe, and of the procedures to follow in the event of any concerns.

Quality of teaching, learning and assessment is good

The childminder extends children's learning well through their chosen activities. For example, during outdoor play, she introduced new words, such as 'spiky' and 'smooth' when exploring shells in the sand. The childminder is enthusiastic when she joins in with children's play. She supports children's engagement well. For example, she encourages them to 'have a go', and to keep trying when tasks are challenging. This helps children become confident learners. The childminder provides a good range of play equipment, from which the children choose independently. She actively promotes children's language skills. For example, she talks with them, and encourages them to think, recall and learn new words.

Personal development, behaviour and welfare are good

The childminder knows the children and their families well. She works closely with parents, sharing information in various ways. Children demonstrate a strong attachment to the childminder, and exhibit a sense of belonging and emotional well-being as they play and explore their environment. The childminder teaches children about safety and being careful. For example, they learn how to stay safe when playing, regularly tidying away after themselves. The childminder meets children's health needs well. She provides a wide range of healthy meals and snacks. Daily routines encourage healthy lifestyles and younger children learn the importance of washing their hands at appropriate times.

Outcomes for children are good

Children feel secure and confident. They show good interest in activities and their surroundings. For example, younger children happily self-select toys as they move around and explore. Children follow instructions well, such as copying the childminder as she counts. Younger children especially enjoy counting in sequence, when singing familiar songs. Children are curious about the world around them. These skills help to prepare children well for their future learning, including their eventual move to school.

Setting details

Unique reference number	EY306017
Local authority	Liverpool
Inspection number	10060310
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	20 June 2014

The childminder registered in 2005 and operates from 7.45am to 5.30pm, all year round, with the exception of family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

