

# Childminder report

<b>Inspection date</b>	29 November 2018
Previous inspection date	22 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### **This provision is good**

- The childminder works well in partnership with parents and staff at other settings that children attend. She regularly gathers information to extend children's learning and development in her home, working with parents to identify what children need to learn next.
- The childminder supervises her assistant well. They both engage in regular reflections on their practice and professional development opportunities. This helps to develop their understanding of how to support children's learning. As a result, the quality of teaching is good.
- The childminder gives children time to try things that they find challenging. For example, she waits patiently as children try to put on their own wellington boots and coats before they go outside.
- Children make good progress from their starting points. They develop good social skills and learn to take turns with others when using popular resources.
- The childminder does not plan focused activities meticulously enough to make the best possible use of opportunities to support individual children's next steps in learning.
- The childminder and her assistant do not make highly effective use of opportunities to enhance children's thinking skills, for example, as they try to guess, predict or test out their own ideas.

## What the setting needs to do to improve further

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

- plan focused activities more rigorously to make the best possible use of opportunities to support children's next steps in learning
- promote children's thinking skills more effectively to increase their ability to think about and discuss their ideas.

### 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 assistant at appropriate times. She conducted a joint observation with the childminder.
- The inspector reviewed parents' written feedback.
- The inspector observed activities indoors. She sampled relevant documents, including children's learning records and evidence of the childminder's suitability and qualifications.

#### Inspector

Lauren Parsons

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant understand their responsibilities and what to do if they have a concern about a child's welfare. They manage risks well and the premises are safe and secure. The childminder manages her setting well. She maintains regular contact with her local early years advisers and has strong links with other local childminders. She has high expectations for herself and her assistant. The childminder communicates well with parents, whose feedback about the childminder is very positive. Parents say that the service the childminder provides is excellent and they feel that their children are very happy and safe in her care. The childminder monitors children's progress well and is quickly able to identify any gaps in their learning.

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

Teaching is good. The childminder and her assistant are suitably experienced. The childminder provides good coaching and support to develop the knowledge and skills of her assistant. They provide a good variety of activities and experiences to enhance children's overall development, based on what they know from observing and assessing children's existing skills and interests. Children scoop rice into different sized containers using different tools. They attempt more challenging jigsaw puzzles and enjoy telling the childminder about their pictures. Children enjoy playing imaginatively with tools and role-play equipment. They talk happily about past activities and what they have been doing at home.

### Personal development, behaviour and welfare are good

Children behave well. The childminder encourages them to talk about any disagreements and to share how they feel with other children. She teaches children to be respectful and caring. The childminder provides children with opportunities to learn about the wider world and diversity. They encourage children to make choices and decisions about what they would like to do next. The childminder has created a stimulating learning environment, indoors and outdoors. Children can access a wide variety of resources without adult support. The childminder helps children to feel secure and understand what she expects of them, or what is going to happen next. Children are familiar with routines to clean their hands before they eat their snack.

### Outcomes for children are good

Children make good progress and develop skills in readiness for their future learning or the eventual move to school. Young children begin to communicate clearly and confidently. They can tell adults what they want or need, seeking out support where necessary. Older children are positive role models for younger children, offering them help if needed. Children begin to use some number language in their play, for example, as they listen to the childminder's assistant count how many scoops of rice they have used to fill a jug.

## Setting details

<b>Unique reference number</b>	313019
<b>Local authority</b>	Knowsley Metropolitan Borough Council
<b>Inspection number</b>	10070863
<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 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	22 January 2015

The childminder registered in 1995 and lives in Prescot. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works alongside an unqualified assistant. The childminder receives funding to provide free early education for two- and three-year-old children.

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