

Childminder report

Inspection date	17 December 2018
Previous inspection date	5 May 2016

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

This provision is good

- Children make choices in their play and ask for additional resources as desired. They are enthusiastic about joining in with the activities offered. The childminder provides a warm, welcoming environment where children have access to a balanced range of resources.
- The childminder demonstrates a good understanding of children's individual learning and development needs. She plans activities, which help to promote children's learning through their play.
- The childminder has high expectations for behaviour and uses gentle reminders to support children to understand what is expected from them. Children are happy, kind, friendly and are learning to take turns.
- The childminder is well organised. She maintains documentation and ensures that required training is up to date.
- The links with other settings that children attend have not been developed. This means that the childminder is not able to work collaboratively with other professionals to promote children's learning and development to full potential.
- The childminder does not always give the same consideration to thoughtful planning of the outdoor environment as she does indoors. This means that children who prefer to learn outdoors do not always benefit from the same stimulating learning experiences.

What the setting needs to do to improve further

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

- extend links with other early years settings that children attend to enable collaborative working in order to promote children's learning and development to full potential
- strengthen the planning for activities in the outdoor environment to help children who prefer to learn outside to have the same level of stimulating experiences as provided indoors.

Inspection activities

- The inspector had a tour of the areas of the home used for childminding purposes.
- The inspector looked at children's records, a sample of policies and evidence of the suitability of the childminder and other adults in the household.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector spoke with children at appropriate times during the inspection and carried out a joint evaluation of an activity with the childminder.
- The inspector spoke with parents and took their views into account.

Inspector

Wendy Dockerty

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder ensures that both her own and her assistant's training and knowledge is up to date and they are able to recognise signs and symptoms of abuse. They are aware of who to contact should they have any concerns and take steps to protect children from harm while in their care. The childminder reflects on her practice and is developing her processes for evaluation, which contribute to her ongoing continuous improvement. The childminder's husband acts as her part-time assistant and the childminder ensures that he has an adequate knowledge of children's individual care needs. The childminder uses regular assessment records to monitor the progress and development children are making. The assessment records are shared with parents, who are kept well informed about their children's progress.

Quality of teaching, learning and assessment is good

Children are interested, engaged and enjoy the range of activities and resources offered. The childminder is knowledgeable about children's interests and plans activities according to their identified next steps. For example, children spend time exploring scented dough the childminder has made, and discuss the fruity smell as they knead, fold and model the dough, developing their physical skills, while enjoying the sensory experience. They use dough cutters to create different shapes and letters, which the childminder helps them to recognise and name, supporting their learning. Later, children ask to play the puzzle game with the childminder. They learn to take turns, roll the die and find matching shapes to add to their puzzle, talking about shape, colour and number.

Personal development, behaviour and welfare are good

Children are well behaved and develop a good understanding of what is appropriate. The childminder reminds them to use 'please' and 'thank you'. Children demonstrate they are developing understanding of sharing and taking turns. They learn about respecting other's needs and feelings through ongoing discussions and by celebrating diversity in various ways throughout the year. Children begin to develop independence, such as when they visit the toilet and hang their coats on pegs by the front door. Children show they feel safe and secure in their environment. They are confident to talk to visitors and laugh happily as they play games with the childminder. The childminder discusses children's individual medical and dietary needs with parents and ensures these are met.

Outcomes for children are good

Children are making good progress from their starting points. When children first start, the childminder talks to parents and observes children in their play before making an assessment of their current development. She uses this information to identify next steps and prioritise areas to focus on, such as language and communication skills. Children begin to develop their knowledge of letter recognition, name writing and numbers, which prepares them for their eventual move on to school. Children make some independent choices in their play and are encouraged to tidy away equipment once they have finished with it, so that they can take out a different activity. This helps them to understand about keeping the environment tidy and safe for themselves and others.

Setting details

Unique reference number	310557
Local authority	Sefton
Inspection number	10065744
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 - 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 May 2016

The childminder registered in 1992 and lives in Bootle, Liverpool. The childminder holds an appropriate qualification at level 3 and works with an assistant. She operates all year round, from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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