

Childminder report

Inspection date	14 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 experienced childminder places a strong focus on her continued professional development. She works closely with other local providers to share good practice ideas. The childminder uses these to help her to make continual improvements that benefit children.
- The childminder tracks the progress that children make in their development well. She completes regular observations and assessments of children's learning to help her to target what they need to learn next. All children make good progress in relation to when they first start.
- The childminder's partnerships with parents are effective. The childminder shares information regularly with parents, such as through daily discussions, text messages, parents' evenings and regular assessment reports. Parents state, 'The childminder is amazing. She has all the time in the world for my child, who has come on so much'.
- The childminder provides good levels of support for children who have special educational needs and/or disabilities (SEND). She identifies when any intervention is required and accesses additional support where necessary, working closely with other agencies and professionals. This contributes to continuity in children's care and learning.
- Children demonstrate that they are happy and content in the childminder's company. They behave well and are learning to share and take turns with each other. The childminder is a positive role model and helps children to learn how to use good manners.
- At times, the childminder does not utilise enough opportunities for children to lead their own learning and try out their own ideas.
- The childminder does not use highly skilful questioning methods that help to support children to develop their good thinking and speaking skills further.

What the setting needs to do to improve further

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

- provide even more opportunities for children to lead their own play and to incorporate their own ideas into adult-led activities
- enhance opportunities for children to think and respond to questions asked and help them to develop their thinking and speaking skills to even higher levels.

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's suitability and training certificates.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder demonstrates a good understanding of safeguarding and wider child protection issues. She knows the procedures to follow should she have concerns about the welfare of a child in her care. The childminder completes risk assessments of her home and for outings. She teaches children to manage their own risks. For example, the childminder helps younger children to keep themselves safe as they negotiate the step into the garden. Older children learn to tidy away resources after they finish playing, to prevent trip hazards. She helps to provide a safe and secure environment and support children's well-being and safety. The childminder reflects on her practice well and actively seeks the views of parents and children.

Quality of teaching, learning and assessment is good

The childminder plans interesting activities and experiences for children, overall. For example, children enjoy sensory activities, such as exploring baskets filled with intriguing objects. They make sounds with homemade shakers and investigate the texture of different materials, such as brushes and sponges. The childminder weaves numbers and counting skilfully through children's activities. For instance, she models counting as children build with blocks. The childminder shows younger children how to fit the blocks together, talking about size and colour. She helps to build on children's early mathematical skills effectively. All children engage well and are motivated to learn.

Personal development, behaviour and welfare are good

The childminder provides children with plenty of opportunities to learn about the wider world, such as through visits to the park and community groups. They learn how to be respectful and tolerant of others. Children enjoy activities that help them to be physically active. This is demonstrated when children kick footballs and skilfully negotiate space as they run around in the childminder's garden. Children learn about leading a healthy lifestyle. For instance, the childminder provides wholesome and nutritious meals that children enjoy. She encourages them to try a wide range of foods and they learn to make healthy choices.

Outcomes for children are good

All children, including funded children and those who have SEND, make good progress from when they first start. They are confident learners who join in with activities and have fun throughout the day. For instance, babies point to pictures in books and practise making animal sounds. Younger children demonstrate good imaginative skills, such as when they pretend to make cakes with dough. Older children make marks in dough and trace their fingers along the lines that they make, to build on their writing skills effectively. Older children competently do things for themselves. For instance, they take off their coats after play outside, clean their hands and use cutlery to eat lunch. Children are prepared well for the next stage in their learning and the eventual move to school.

Setting details

Unique reference number	EY540898
Local authority	Liverpool
Inspection number	10079981
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

The childminder registered in 2016 and lives in Clubmoor, Liverpool. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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