

Childminder report

Inspection date	29 January 2019
Previous inspection date	4 July 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

- The childminder provides a warm, welcoming environment where children have access to a balanced range of resources. Children are enthusiastic about joining in with the activities offered.
- The childminder has established effective partnerships with parents. She shares information with parents about their children's progress, which keeps them up to date. The childminder also provides a flexible childcare service to meet parents' needs.
- 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 and friendly, and are learning to take turns.
- The childminder is well organised. She maintains documentation and ensures that required training is up to date. This has a positive impact on the welfare and learning development of children who attend.
- The childminder does not always use the assessments of children's progress to identify focused next steps which are specific to children's individual needs.
- Children are not always given quite enough time to think and respond to questions to develop fully their thinking and language skills, before the childminder answers them herself.

What the setting needs to do to improve further

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

- use the assessments of children's progress more precisely to identify next steps for individual children that meet their immediate developmental needs
- consistently offer children more time to think and respond to questions to further develop their language and communication skills and enhance their independence when making choices in their play.

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 how the childminder promotes 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

Safeguarding is effective. The childminder has a secure knowledge of the procedures to follow in the event of any concerns about a child's welfare. She ensures her training is kept up to date and that she is able to recognise the signs and symptoms of abuse. She reflects on her practice and is developing her processes for evaluation, which contribute to her ongoing continuous improvement. For example, she would like to attend further training to expand on her wider knowledge of child development. The childminder establishes good relationships with parents and they are regularly involved in their children's development. For example, they complete starting point assessments together, have daily conversations about activities the children have been doing and development files are shared regularly. The childminder sends home parental questionnaires and takes account of comments from parents when reflecting on her practice.

Quality of teaching, learning and assessment is good

Children are interested in the range of resources and activities offered. They are engaged in their play and show their enjoyment through laughter and excitement. For example, children happily play with the soft ball, taking turns to roll, bounce and kick the ball to each other and to the childminder. They explore musical instruments, listening carefully to the different sounds each one makes and showing the childminder what they can do. Children spend time building with blocks and playing imaginatively with the pretend picnic set. Children develop their fine motor skills as they roll, cut and squash the modelling dough with the childminder's support.

Personal development, behaviour and welfare are good

Children are well behaved and the childminder uses gentle reminders to help children develop an understanding of what is appropriate. For example, children help to tidy away after each activity so that nobody hurts themselves by standing on toys. The childminder explains why they must not climb on the furniture because they may fall. She encourages children to say 'please' and 'thank you', and promotes mutual respect by supporting children to share and take turns. Children show they feel safe and secure as they are confident to talk to visitors and are happy in their play. The childminder discusses children's individual medical and dietary needs with parents and ensures these are met. Children regularly visit playgroups, local parks and the beach. They develop their large physical skills as they run, jump and climb, and they enjoy spending time outdoors.

Outcomes for children are good

Children are making good progress in their learning. The childminder supports children to develop the key skills they need as they get older and she helps to prepare them for the next stage in their learning, such as starting nursery school. Children recognise colours, explore mark making and are developing their counting skills. Story time is an enjoyable experience that helps children to develop a love of books from an early age. Children ask for particular books by name and they sit together as the childminder reads favourite stories to them. Children help to turn the pages and join in with repeated phrases, which promotes their language and communication development.

Setting details

Unique reference number	310614
Local authority	Sefton
Inspection number	10065745
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	4 July 2016

The childminder registered in 2001 and lives in Bootle, Merseyside. She operates all year round from 7am to 6.30pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three-year-old children.

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