

Childminder report

Inspection date	30 January 2019
Previous inspection date	28 January 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 caring, welcoming and homely environment. Children have a strong sense of belonging and confidently choose what they want to play with. They form strong bonds with the childminder and go to her for comfort and reassurance, when needed.
- The childminder closely monitors children's progress. She observes them as they play and uses the information to plan personalised and meaningful learning experiences. As a result, children make good progress.
- The childminder supports children to develop early literacy skills very well. For instance, younger children enjoy making marks and giggle as they explore animal sounds. Older children confidently tell the childminder that 'apple' begins with 'a' as they explore letters and the sounds that represent them.
- The childminder has clear boundaries which she reinforces throughout the day. She models positive behaviour, such as being polite and respectful to each other. This is demonstrated when she listens with genuine interest as children talk about their weekend.
- Children have good opportunities to engage with the natural world. For example, they enjoy watching birds and squirrels in the childminder's garden, and excitedly discuss a recent visit to a local urban farm. Children are well-rounded individuals who have a deep understanding of the world in which they live.
- The childminder does not consistently gather sufficient information from parents to support children's learning and development from the very start.
- The childminder does not always effectively share information with other settings where children attend in order to fully support a consistent and shared approach to children's learning.

What the setting needs to do to improve further

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

- refine systems for gathering information from parents about their children's learning and development from the outset
- strengthen the strategies for sharing information with other early years providers that children attend, to fully support a consistent, shared approach to children's learning.

Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with the childminder and discussed the impact on children's learning.
- The inspector interacted with children at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of the suitability of people living in the household.
- The inspector discussed children's learning and progress with the childminder, including children's next steps and interests.
- The inspector had a tour of the childminder's home. She looked at the range of resources available for children to use.
- The inspector spoke to parents and took account of their views.

Inspector
Sue Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder can confidently identify the signs of potential abuse and explain the procedures to follow if she has concerns about children's welfare. She completes detailed assessments to minimise risks to children's safety without compromising their natural desire to explore. The childminder evaluates her provision and seeks the views of parents as part of this process. She is keen to continue her professional development to build on her existing skills, which has a positive impact on the safety and outcomes of children. For example, recent safeguarding training has broadened the childminder's knowledge of the indicators to be aware of if a child is open to extreme views or is being radicalised. She teaches children in an age-appropriate way to understand the importance of keeping themselves safe. Overall, the childminder develops good relationships with parents and other childcare professionals. Parents speak highly of the childminder and they value the detailed written information they receive about their children's time at her setting.

Quality of teaching, learning and assessment is good

The childminder provides a good range of exciting activities to help children develop in all areas of learning. She supports children's early language development well. For example, she used descriptive language of 'cold' and 'crunchy' as children enjoyed exploring snow. The childminder asked children what they thought would happen to the snow when they brought it indoors. Children begin to learn about how things change over time. This was demonstrated when they discussed the room getting lighter as the snow fell off the conservatory roof. Young children show good concentration skills while attempting to fit differently sized shapes into a box. Older children confidently count the animals they find in books and show good physical dexterity as they climb on apparatus at the park. Younger children relish opportunities to be physically active and giggle with delight while moving their bodies to different music.

Personal development, behaviour and welfare are good

The childminder offers frequent praise and encouragement. This helps children to gain confidence and complete tasks to their own satisfaction. This was illustrated when children proudly showed the childminder their pictures and commented, 'I've done my polar bear.' The childminder helps children to adopt a healthy lifestyle, such as by offering healthy food choices and washing their hands before eating. The childminder plans a good range of activities to help children to gain an understanding of other families and communities beyond their own. For example, they explore significant celebrations in other cultures, such as Chinese New Year.

Outcomes for children are good

Children are developing the key skills they need for their next stage of learning. Children confidently initiate their own play and happily show visitors the toys they have chosen. Children are inquisitive learners. For example, they showed delight at finding a ladybird and discussed how it got into the house. They giggled when the ladybird flew away and they tried to find it. Younger children explore shape and size as they enjoy playing with stacking cups. Older children begin to recognise some written numbers and letters.

Setting details

Unique reference number	EY248205
Local authority	Wirral
Inspection number	10066957
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 January 2016

The childminder registered in 2003 and lives in Irby, Wirral. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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