

Childminder report

Inspection date	4 February 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

- Children engage in positive and warm interactions with the childminder and are happy and secure in her care.
- The childminder makes good use of ongoing and regular assessments of the children's progress. She knows the children very well and plans learning opportunities that support their individual interests and next steps.
- Partnerships with parents are good. The childminder provides daily updates to parents via two-way communication. Children's care routines are closely mirrored, creating a home-from-home environment where the parent's and children's needs are prioritised. Parents take an active role in initiating the next steps in their child's learning.
- Children's individual achievements and differences are celebrated. Children are confident and have a 'can-do' attitude because they receive regular praise from the childminder.
- Children play and learn in a homely and stimulating environment. They are eager to develop key skills and are well prepared for school or their next step in their development.
- The childminder takes opportunities to reflect and gain feedback from parents. She does not, however, sharply focus evaluation systems to identify areas for improvement in provision and practice.
- The childminder plans learning opportunities around children's individual interests. However, she does not make the best possible use of opportunities to challenge children's understanding of different cultures or gender stereotypes.

What the setting needs to do to improve further

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

- strengthen current systems for self-evaluation and reflection to support improvements in the provision to an outstanding level
- enhance opportunities for children to explore the world outside their immediate environment, to increase their understanding of diversity further.

Inspection activities

- The inspector observed the quality of teaching and learning, including a joint observation, and assessed the impact of teaching on children's outcomes.
- The inspector looked at relevant documents, risk assessments and policies, including the suitability of all those living on the premises.
- The inspector spoke with children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Robyn Frost

Inspection findings

Effectiveness of leadership and management is good

The childminder creates a safe space for children to learn and play in. Her policies are thorough and regularly updated with advice from local agencies. Safeguarding is effective. The childminder is confident in identifying possible causes for concern and knows who to report these to. The childminder has implemented effective systems for tracking children's development. She shares information about children's development with relevant professionals and other settings. As a result, she identifies and acts on gaps in children's learning quickly.

Quality of teaching, learning and assessment is good

The childminder knows the children in her care very well and is tuned into their individual interests. As a result, learning opportunities are exciting and are weaved seamlessly throughout the daily routine. The childminder sensitively adapts activities to children's developmental stage, which ensures children are engaged and focused on their learning. For example, one child expresses an interest in spies and superheroes. The childminder provides a range of play activities in response to engage children of different ages. The childminder skilfully encourages children to be independent. They are confident in their own abilities and show courage in testing out their own ideas or taking risks. The childminder acts as a partner in play throughout the day, she extends children's speech and thoughts to fully support their language development. For example, younger children are encouraged to count pieces of fruit as they have snack or playfully look for pictures, letters and shapes while reading books.

Personal development, behaviour and welfare are good

The childminder provides opportunities for children to learn about the effects of movement and healthy eating. Children are provided with home-cooked meals and they willingly try new and exciting dishes. They talk about the effects of food on their energy or discuss their favourite meal made by the childminder. The children have ample opportunities to walk, run, jump and play outside. The childminder ensures children make regular use of local parks. As a result, children are confident and learn about the world around them. The childminder is respectful of children and maintains a sensitive approach to behaviour management. Children respect the childminder and their behaviour is very good.

Outcomes for children are good

Children are highly motivated learners and are always eager to take part in activities. The childminder works with parents to ensure children develop independent self-care skills. Children develop key skills in preparation for the next stage in their development and, eventually, their move to school.

Setting details

Unique reference number	EY540829
Local authority	Sefton
Inspection number	10080050
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	0
Date of previous inspection	Not applicable

The childminder was registered in 2016 and lives in Crosby, Liverpool. She operates all year round from 8am to 6pm, Monday to Friday, term time only.

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