

# Childminder report

<b>Inspection date</b>	6 February 2019
Previous inspection date	12 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 develop strong relationships with the childminder and confidently explore their surroundings from their safe base. The childminder offers frequent cuddles and attends to children's needs promptly, which further helps them to feel secure.
- The childminder regularly monitors children's learning and development. She uses the information gathered and her knowledge of children's interests to plan appropriate activities to support their next steps in learning. This helps children to make good progress.
- The childminder promotes children's early mathematical development well. For example, younger children enjoy filling and emptying different size containers. Older children are encouraged to count how many tubs they have filled and make simple comparisons as they discuss which one contains the most.
- Children have good opportunities to develop their early literacy skills. For instance, younger children happily join in with singing nursery rhymes and older children giggle as they make up their own verses. Older children begin to recognise letters that represent their name.
- The childminder does not always successfully gather sufficient information from parents about their children's learning and development when they first start.
- The childminder does not consistently share information with other early years providers where children attend, to fully support an effective 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:

- devise even better methods for gathering information from parents about their children's learning and development when they first start, to support initial assessments
- strengthen systems for sharing information with other early years providers where 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 their next steps and children's interests.
- The inspector had a tour of the childminder's home. She looked at the range of resources available for children's use.
- The inspector viewed parents' written testimonies about the childminder's practice and took them into account.

### Inspector

Sue Smith

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder confidently describes a range of potential signs of abuse and explains the procedures to follow, if she has any concerns. She completes risk assessments of her premises and on outings to minimise risk to children's safety. The childminder reflects on her practice and seeks the views of others to help her to consider ways of enhancing her good provision. The childminder accesses further training to broaden her skills. For example, training on managing children's behaviour has increased her knowledge of strategies to use to further promote positive behaviour. Parents comment positively about the childminder, stating that they are happy with the care she provides and value the written information about their children's time at the childminder's setting.

### Quality of teaching, learning and assessment is good

The childminder promotes children's learning and development in all areas well. As children thread cereal hoops onto pipe cleaners, she encourages them to count and talks about the colours they have chosen. Children gain an awareness that things change over time. This is illustrated when the childminder discusses how difficult it is for birds to find food in the winter and children make observations about changes in the weather. As they look out of the window, they tell the childminder, 'The snow has melted, but we can't see the sun, there are too many clouds'. As the childminder records their comments, children begin to learn that written words have meaning. Children have good opportunities to promote their coordination skills. For instance, they enjoy using scooters in the garden and they visit local parks where they relish the challenge of climbing on play equipment and rolling down hills.

### Personal development, behaviour and welfare are good

The childminder has high expectations of children's behaviour. She reinforces these as she refers children to the rules displayed on the wall and reminds them to use good manners. Older children willingly share toys with younger children and spontaneously play peekaboo with them. The childminder encourages children to adopt a healthy lifestyle, such as washing their hands before and after using the toilet. Children gain an understanding of how to keep themselves safe. This is demonstrated when they discuss needing the 'lollipop person' to help them to cross the road on the way to school. They know that radiators can become hot. The childminder plans a range of activities to teach children about the wider world, such as exploring significant celebrations in other cultures.

### Outcomes for children are good

Children are developing the key skills they need for their next stage of learning. They are aware of their own needs. For example, older children help themselves to water and know that their tummies rumble when they are hungry. Children are confident, inquisitive learners. For example, younger children show fascination as they spin the wheels on the car. Older children confidently show visitors round the childminder's home.

## Setting details

<b>Unique reference number</b>	306308
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10066943
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	12 January 2016

The childminder registered in 1996 and lives in Upton, Wirral. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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