

Childminder report

Inspection date	26 March 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 childminder demonstrates a gentle and caring approach when interacting with children. She is extremely kind and patient. This helps to support children's emotional well-being effectively.
- Children build very strong bonds with the childminder. They are confident individuals, who demonstrate that they feel safe and secure in her care.
- The childminder uses information gained from speech and language training well to help to promote children's communication skills. For example, she models clear spoken language, introduces new words and repeats words back to children. This helps to extend children's developing vocabularies effectively.
- The childminder celebrates the different cultures and backgrounds of children. She plans activities that teach children about traditions and festivals around the world. This helps children to value and respect the differences between themselves and others.
- Children enjoy being outside and show excitement when they find small creatures, such as worms, hiding in the garden. The childminder teaches them how to respect the living creatures they encounter. This helps to support children's understanding of the natural world.
- Children make good progress and develop skills that prepare them well for their future learning and school when the time comes.
- The childminder does not gather as much information as possible from parents about children's prior learning to enable her to sharply focus on children's precise learning needs from the outset.
- The childminder does not consistently share information with other settings that children attend in order to provide further continuity in their learning.

What the setting needs to do to improve further

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

- gain more detailed information from parents about what their child knows and can already do when they first start
- strengthen partnerships with other early years settings that children attend and ensure that information is shared consistently about children's learning and development.

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 outside, 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 some parents and took account of their views. She also took account of parents' views from written feedback they had provided.

Inspector

Daphne Carr

Inspection findings

Effectiveness of leadership and management is good

The childminder is enthusiastic and organises her provision well. She regularly reflects on the quality of her practice, seeking the views of parents and children in her self-evaluation process. Parents comment that the childminder keeps them well informed about their child's progress through daily discussions and text messages. Safeguarding is effective. The childminder has a good understanding of child protection procedures. She is confident in her knowledge of what to do to act promptly on concerns about a child's welfare. The childminder completes thorough risk assessments of her premises and on outings. These are implemented effectively to help to ensure that children can play in safety. The childminder teaches children how they can keep themselves safe. For example, she encourages younger children to hold onto the pushchair tightly during walks, such as to the park.

Quality of teaching, learning and assessment is good

The childminder completes regular observations of children as they play and uses this information to make accurate assessments of their learning. She plans activities that are enjoyable and interesting. For example, the childminder skilfully uses daily routines, such as snack time, to help to reinforce children's awareness and understanding of numbers. She encourages children to count the pips as they remove them from their apples. The childminder extends learning further, such as when she helps children to plant the pips in the garden. She explains how these will eventually grow into trees and produce more apples that they can pick to eat. This helps children to learn about growth and changes over time. Children are motivated and keen to learn.

Personal development, behaviour and welfare are good

The childminder makes good use of the local area to help to support children's learning experiences. For instance, she takes children on interesting outings, such as to art galleries, farms and the safari park. This helps children to gain knowledge about the wider world. The childminder teaches children about the importance of leading a healthy lifestyle. For example, she encourages them to wash their hands before eating. The childminder provides children with a range of nutritious, home-cooked meals. She is fully aware of children's allergies, and cultural and dietary requirements. The childminder talks to children about what foods are healthy and that by eating them they will build strong muscles.

Outcomes for children are good

Children settle quickly, behave well and enjoy the time they spend with the childminder. Younger children practise self-care skills, such as pulling up zips on their coats as they get ready for outdoor play. They jump off the step into the garden and show pride in their physical abilities. Younger children enjoy looking at books and point to pictures on the page. They practise sounding out new words, such as 'foal' and 'lamb'. They develop good early literacy skills and speaking skills.

Setting details

Unique reference number	EY540215
Local authority	Liverpool
Inspection number	10089564
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	4
Date of previous inspection	Not applicable

The childminder registered in 2016 and lives in Stoney Cross, Liverpool. She operates all year round, from 8am to 6pm on Monday to Thursday, except for bank holidays and family holidays. The childminder provides overnight care.

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