

Childminder report

Inspection date	27 March 2019
Previous inspection date	27 April 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 welcoming, stimulating environment. Children are happy to attend and quickly settle to play with their friends. Children clearly develop close attachments with the childminder. They are confident to approach her for assistance.
- The childminder gives children's well-being priority. She sensitively adjusts activities to give children individual attention. She encourages them talk about their feelings. She acts promptly to attend to children's personal needs.
- The childminder has a good relationship with parents. She meets with them when children first start to discuss their children's welfare and starting points. Parents speak positively about the childminder. They state that children enjoy the varied activities she provides and flourish under her care.
- It is evident that the childminder knows children well. She talks in detail about their development. She makes accurate assessments of their learning and plans effectively for their next steps. This helps them to make good progress.
- Children have good opportunities to explore technology. For example, they play simple number games on electronic tablets. They understand how to select pre-programmed music.
- Overall, the childminder reflects on her practice well. However, she does not always effectively identify areas for professional development to further enhance the quality of her good teaching.
- The childminder occasionally does things for children that they can do for themselves.

What the setting needs to do to improve further

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

- strengthen self-evaluation to focus more precisely on professional development, to raise the quality of teaching to the highest level
- maximise opportunities for children to develop their independence even further.

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 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 looked at a sample of parents' written testimonies and took these into account

Inspector
Sue Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of how to keep children safe. She confidently explains the procedures to follow if she has concerns. She accesses training to keep her safeguarding knowledge up to date. She completes detailed risk assessments. This further helps her to keep children free from harm. The childminder regularly evaluates the effectiveness of her provision. She includes the views of parents and children when considering ways of enhancing it further. She describes future plans, such as taking children to organised activities in local woods. This helps children to build on their existing experiences.

Quality of teaching, learning and assessment is good

The childminder skilfully promotes children's learning and development in all areas through play. For example, as children enjoy building towers, she helps them to differentiate between the colours. She discusses the differences in the dressing-up clothes the children wear. The childminder makes good use of books to enhance children's learning opportunities. For instance, she encourages children to turn the pages and emphasises the rhyming words in the text. She asks children to find objects on the page, such as the 'big' ambulance and the 'small' car. Children show fascination as they take turns to press the interactive sound button. They eagerly anticipate the noises and giggle as they copy the sounds they hear.

Personal development, behaviour and welfare are good

The childminder is a positive role model. She has consistent boundaries and uses different strategies to promote positive behaviour. As a result, children behave well. The childminder is polite and respectful to the children. She waits patiently for them to speak. She interprets their early speech and models back the correct language. Children begin to learn how to stay healthy, such as washing their hands before eating. The childminder helps children to learn how to keep themselves safe. For instance, she reminds them that toast is hot when it comes out of the toaster. Children have good opportunities to gain an understanding of the world beyond their own. For example, they frequently access facilities in the local community, such as toddler groups. They excitedly recall visits to airports and parks. They explore celebrations in other cultures, such as Chinese New Year. Children relish opportunities to be active. For example, they enthusiastically jump and dance to music. They enjoy crawling through tunnels.

Outcomes for children are good

Children gain the skills they need to prepare them for their next stage of learning. They are inquisitive, motivated learners. For example, they investigate how toys work by pressing buttons and switches. They greet visitors happily and proudly show them their models. Children enjoy mark-making activities and spontaneously sing nursery rhymes. They begin to recognise some numbers. This supports development of their early mathematical and literacy knowledge. Children keep their environment tidy. They point out toys have been put in the wrong place and quickly place them in the right box.

Setting details

Unique reference number	EY289471
Local authority	Wirral
Inspection number	10066964
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	15
Date of previous inspection	27 April 2016

The childminder registered in 2004 and lives in Irby, Wirral. She operates Monday to Friday from 7.30am to 5.30pm, all year round, except bank holidays and family holidays. The childminder has a level 3 childcare qualification. She offers funded early education places.

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