

Childminder report

Inspection date	26 April 2019
Previous inspection date	21 July 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 is kind, caring and attentive. Children are confident, happy and settled in this welcoming environment. They explore freely and make independent choices about their play.
- Parents speak very highly of the childminder. They are overwhelmingly positive about the care that their children receive. They say that the childminder supports their children's development well and they receive regular information about their children's progress.
- Children behave well. The childminder develops children's good behaviour through consistent positive praise and encouragement. The childminder is a good role model.
- The childminder provides a wealth of stimulating resources and activities that support children's needs and interests well. Parents comment that they are highly appreciative of the 'toys and books in abundance'.
- The well-qualified childminder is committed to her role. She regularly completes training to enhance her knowledge and skills. For example, recent training has increased her understanding of how to support reading and early writing skills.
- At times, the childminder misses opportunities to extend younger children's language and communication skills further.
- The childminder does not consistently use feedback from parents to inform her self-evaluation and identify further ways to build on good practice.

What the setting needs to do to improve further

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

- make the most of opportunities to further support young children's developing language skills
- use feedback from parents more effectively, to inform self-evaluation and support development of the provision.

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 and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector looked closely at the progress of several children.
- 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 took account of the views of parents from written feedback they had provided.

Inspector
Lisa Howard

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of the possible signs and symptoms that could indicate a child is at risk of harm. She knows who to contact should she have any concerns about a child's welfare. All required documentation, including policies and procedures, and written permission from parents, is in place. The childminder uses risk assessments effectively to identify and address hazards to children in her home and when on outings. She teaches children how to stay safe. For example, children learn about road safety while attending a local playgroup run by the childminder. The childminder makes good use of local childminding networks to improve her provision. Assessments of children's learning are accurate.

Quality of teaching, learning and assessment is good

The childminder's observations and assessments of children's learning inform her planning. Activities are consistently based on children's interests and previous experiences. The childminder sensitively interacts with children as they learn. She teaches children well as she plays alongside them. For example, she develops mathematical concepts such as 'more' and 'less' as children fill containers with brightly coloured rice. Children learn language such as 'similar' as they sort small coloured pom-poms and place them on similarly coloured butterflies. The childminder is skilled in sharing traditional stories using puppets. Children hold their puppets and spontaneously recount phrases such as the 'deep dark wood' while listening to a cautionary tale about a wolf.

Personal development, behaviour and welfare are good

Children build warm relationships with the childminder. They are content in her company and naturally turn to her for comfort and reassurance. Children learn about leading a healthy lifestyle. For example, they eat fruit for snack, follow good hygiene routines and plant vegetables in the childminder's allotment. Children increase their physical dexterity as they use plastic tongs to pick up small objects to place in pots. Children develop their social skills and awareness of different communities through a range of activities. For example, they attend playgroups and visit local historical buildings and parks. Children learn about people who are different from themselves. For instance, they learn about a range of festivals and various traditions.

Outcomes for children are good

Children make good progress in their learning and development. They enjoy learning. They develop a good range of skills, which support them for their future. For example, they concentrate and are eager to learn. Children count as they play. They join in happily with the actions and words to a favourite nursery rhyme about animals living on a farm.

Setting details

Unique reference number	EY378522
Local authority	Liverpool
Inspection number	10064733
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	21 July 2016

The childminder registered in 2008 and lives in Garston, Liverpool. She operates all year round, from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 4.

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