

Childminder report

Inspection date	2 May 2019
Previous inspection date	12 May 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 caring and nurturing. She provides children with encouragement and praise as they play. Children demonstrate secure attachments to the childminder and regularly seek her out for cuddles and reassurance.
- Children settle quickly into the childminder's warm and welcoming home. Effective arrangements, such as settling-in visits, help children to develop confidence in staying on their own with the childminder and her co-childminder.
- Parents state their children are happy and are making good progress in the childminder's and co-childminder's care. Parents talk about how well they know their children as individuals. They report feeling well informed about their child's day and appreciate the many activities the children are offered. They say that their children are happy and secure.
- The childminder teaches mathematics well. She identifies opportunities as children play that reinforce number and mathematical concepts. For example, children count in 10s up to 100 as they fill measuring containers with water. They focus intently on the number increments as they pour. They are supported to read the amount of water they pour into their containers. Children learn about 'big' and 'bigger' as they make sandcastles and compare their creations. Children make good progress in their learning.
- The childminder uses technology well within her provision. For example, younger children ask electronic devices to play their favourite animal noises and they copy these. This helps children to focus and concentrate as they develop their listening skills.
- The childminder does not share enough information about how parents can extend individual children's learning even further at home.
- The childminder's professional development plans are not sharply focused to help her to continue to increase her knowledge and teaching skills further.

What the setting needs to do to improve further

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

- enhance the support offered to parents to help them extend children's individual learning at home
- build on the professional development programme to raise the quality of teaching and children's outcomes to the highest possible level.

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 outdoors, 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.

Inspector

Lisa Howard

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows how to recognise signs that children may be at risk of harm. She is knowledgeable of the action to take to help protect children's safety and welfare. She accesses regular training to ensure her knowledge of legislation is up to date. Partnerships between the childminder and her co-childminder are strong. They ensure that effective arrangements are in place to review the quality of their provision. For example, they seek the views of parents and children to help to identify ways to improve their provision. Assessment of children's learning is correct. The childminder discusses with her co-childminder ways to help children to narrow any possible gaps in learning. For example, as part of a transition programme, the childminder has identified ways of using allocated government funding, such as the early years pupil premium, to help children make the best possible progress.

Quality of teaching, learning and assessment is good

The childminder plans activities which motivate and support children to learn and explore. For example, children enjoy playing with water. They use a garden hose to fill up the water tray independently. They investigate colour changes as they add food colouring to different containers of water. The childminder models new vocabulary effectively. For example, younger children learn words such as 'stripy' as they share a book about a zebra. Older children learn phrases such as 'weaving in and out' as they move skilfully around cones on an obstacle course. Children develop a passion for reading. For example, younger children independently select favourite 'touch and feel' stories. They snuggle in to the childminder to listen as they feel the soft fluffy feathers on a penguin. The childminder extends children's learning experiences through providing a wide range of places of interest to visit. For example, they visit the beach, farms and parks.

Personal development, behaviour and welfare are good

The childminder teaches children about other people and cultures, which helps children to learn to respect others. For example, children learn about Chinese New Year as they join in with the celebrations in the local community. Children develop good physical skills needed in preparation for writing. For example, they squeeze the rubber end of large pipettes competently to draw water in. They use this to fill containers in the water tray. The childminder provides children with healthy foods and encourages them to have regular drinks of water. Children behave very well in the childminder's home. Children cooperate well with the childminder and her co-childminder and develop strong relationships with them.

Outcomes for children are good

Children make good progress in their learning. They develop a wide range of key skills and knowledge that support their readiness for school. From a young age, children learn to manage their personal care needs. For example, they use the toilet independently, wash their hands before mealtimes, and learn to put on their wellington boots ready for outdoor play. Children develop social skills and friendships as they play cooperatively.

Setting details

Unique reference number	313061
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10064043
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	12 May 2016

The childminder registered in 2000 and lives in Whiston, Merseyside. She operates all year round from 6.30am to 8pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with another childminder.

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