

# Childminder report

<b>Inspection date</b>	23 April 2019
Previous inspection date	3 July 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Met	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The childminder does not provide parents with a written summary of their child's progress between the age of two and three years as required.
- Procedures for recording complaints and their outcome are not consistently followed.
- Information exchanged with parents and other settings that children attend is not detailed enough to support effective planning. Shared information does not help to identify what children can do at home, keep parents fully informed about their child's development or ensure that parents are aware of the role of the assistant.
- The childminder does not evaluate her practice effectively to ensure that she is fully meeting statutory requirements or to help her to identify and address weaknesses in teaching. She does not take account of parents' views to identify future improvements.

### It has the following strengths

- The childminder encourages children to do things for themselves and develop their independence.
- The childminder effectively promotes children's emotional well-being. Children behave well and are happy, confident and play well together.
- The childminder supports children to gain good skills in listening and speaking and in their physical and personal, social and emotional development.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide parents with a written summary of their child's progress between the age of two and three years	07/05/2019
improve procedures for recording all concerns and complaints raised, ensuring that the outcome is shared with parents.	07/05/2019

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

- exchange a fuller picture of children's achievements with parents and other settings that children attend, to help identify children's starting points and support effective planning
- improve the exchange of information with parents and ensure that they are aware of procedures and practice, including the role of the assistant
- strengthen the process for evaluating the provision and improving teaching practice, and take account of parents' views when identifying further improvements to the service.

### Inspection activities

- 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 a joint observation with the childminder.
- The inspector held a meeting with the childminder and her assistant. She looked at relevant documentation, such as evidence of the suitability of household members.
- The inspector took account of the views of children, parents and carers spoken to on the day and from information included in the childminder's own surveys.

#### Inspector

Lynne Naylor

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder does not evaluate the quality of her provision effectively to help her identify and address weaknesses and drive improvement. She does not record complaints and concerns consistently or provide parents with a written summary of their children's progress check between the ages of two and three years. However, other records are well kept, including a daily record of children being cared for and their hours of attendance. The arrangements for safeguarding are effective. The childminder has a clear process for reporting child protection concerns, including any extreme views or behaviours. She shares the knowledge she gains from training and information about children with her assistant. He uses this information to help meet children's care needs, especially during times when he has sole charge of them.

### Quality of teaching, learning and assessment requires improvement

When children start, the childminder gathers some information from their parents, which she uses well to help to meet their care needs. However, the information is not detailed enough to enable her to establish clear starting points for their learning. Ongoing information exchanged with parents and other settings that children attend also lacks detail. The childminder observes and assesses children's learning but does not consistently share assessments with parents. However, she actively seeks support for children with special educational needs and/or disabilities from other professionals to help close any gaps in children's learning. She responds quickly to each child's interests to enhance their learning as they play. For instance, she provided a fresh bowl of water for a child who was washing toy cars in the solution available for bubble blowing. The childminder models the correct use of language and introduces new vocabulary as children play, which helps to develop their speaking skills.

### Personal development, behaviour and welfare require improvement

Overall, the quality of teaching and learning is variable. However, children enjoy a wide range of opportunities to develop their physical skills. They learn to balance on sit-and-ride toys in the garden and develop climbing skills on equipment at the local park. The childminder meets children's dietary requirements as discussed with their parents. She encourages children to tidy away toys, use the toilet with increasing independence and put on their own shoes. Children learn to respect and tolerate each other's differences through a range of activities. They enjoy creative activities, such as painting eggs, while they talk about Easter, which helps them to learn about cultural celebrations.

### Outcomes for children require improvement

Although the quality of teaching is not consistently good and some activities lack challenge, children develop some good basic skills in readiness for school. They develop good social skills and independence. They are keen to count and talk about shapes as they play, which helps them to develop sound mathematical skills. They run their fingers through sensory materials, such as sand and cornmeal and enjoy painting and chalking. These activities help to develop children's early writing skills.

## Setting details

<b>Unique reference number</b>	EY486360
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10102217
<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>	2 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	3 July 2017

The childminder registered in 2015 and lives in Liverpool. She operates all year round from 7.30am to 7pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant.

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