

# Childminder report

<b>Inspection date</b>	13 May 2019
Previous inspection date	10 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 very caring and nurturing. She knows children well. For example, she senses when they are tired or upset. She frequently cuddles children and offers reassurance. This helps children to form a strong bond with the childminder and feel secure.
- Children make good progress in their learning and development. The childminder has an effective system for monitoring children's progress. She regularly observes them as they play. She uses the information gathered to make accurate assessments of their development. She plans appropriate activities based on their interests to help them to build on their existing skills.
- The childminder promotes children's early mathematical development well. For example, as younger children enjoy playing with trains, she asks them to find the 'big blue' train. Older children begin to recognise and order written numbers. They quickly identify numbers that are missing or in the wrong place.
- Since her last inspection, the childminder has sharpened her focus on continuing her professional development. She accesses further training to support her to continue to raise the quality of her good teaching. For instance, following relevant training, she implements bespoke strategies to help children to develop their language skills.
- The childminder does not consistently gather sufficient information from parents about what children can already do when they first start, to help her to make accurate initial assessments.
- The organisation of some resources makes it difficult for younger children to access them easily.
- The childminder does not consistently provide a wide range of healthy snacks, to fully support children to learn about the importance of a healthy diet.

## What the setting needs to do to improve further

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

- extend systems for gathering information from parents about children's learning and development from the outset
- consider improved ways of storing resources to make them more accessible to younger children
- plan snack times more effectively, to ensure that children are consistently offered a wide range of healthy choices.

### 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 the suitability of persons living in the household.
- The inspector discussed children's learning and progress with the childminder, including their next steps and interests.
- The inspector looked at the range of resources available for children's use.
- The inspector viewed parents' and children's written testimonies and took account of their comments.

#### Inspector

Sue Smith

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder demonstrates a secure knowledge of how to keep children safe. She confidently describes the procedures to follow if she has concerns. Overall, the childminder develops good relationships with parents. Parents write positive feedback about the childminder. They state they appreciate her flexible hours and the daily information about children's well-being. They comment on the wide range of activities she provides. Children state they enjoy going to the childminder's house. The childminder reflects on her practice. She includes the views of parents and children when considering making any changes to further raise the quality of the good provision. She networks with other childminders and regularly attends local early years cluster meetings. This helps her to keep her practice up to date.

### Quality of teaching, learning and assessment is good

The experienced childminder helps children to develop their communication skills well. She maintains eye contact and waits for children to respond to questions. As younger children enjoy playing with a bead maze, she provides a narrative to their actions. For example, 'You are pushing the bead up and down the frame'. She introduces words such as 'winch' and 'hook' as children explore a toy helicopter. This helps children to extend their good range of vocabulary. The childminder reads stories with intonation. She invites children to take turns to press interactive sound buttons. This supports them to develop an interest in books. Children develop an understanding of difference in others. For instance, they compare their height. Children enjoy visits to local parks and toddler groups. They explore celebrations in other cultures. This helps them to develop an awareness of traditions and beliefs that are different from their own.

### Personal development, behaviour and welfare are good

Children have good opportunities to develop their coordination. For example, indoors, younger children push cars along the floor. Older children enjoy colouring activities. They concentrate well as they try to keep within the lines. Outdoors, children enthusiastically bounce on the trampoline. The childminder consistently reinforces boundaries, for example, by reminding children not to knock down their friend's sandcastle. The childminder frequently praises children, which helps to build their confidence and promotes positive attitudes towards trying new experiences. For instance, children show delight when they successfully pick up small items with tweezers. Children develop an understanding of good hygiene procedures, such as washing their hands before eating. The childminder helps children to learn how to keep themselves safe. For example, she takes them to local fire station to learn about fire safety.

### Outcomes for children are good

Children are prepared for their next stage of learning. They are curious and motivated. For example, they investigate how toys work. They develop simple problem-solving skills, such as how to fit jigsaw pieces into the correct spaces. Younger children count as they play. Older children confidently predict how many there will be when they add 'one more'. Children take responsibility for their own personal needs, such as washing their hands and wiping their faces after eating.

## Setting details

<b>Unique reference number</b>	306045
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10066936
<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>	1 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	10 May 2016

The childminder registered in 1996 and lives in Wirral, Merseyside. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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