

Childminder report

Inspection date	13 May 2019
Previous inspection date	21 August 2014

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 nurturing childminder provides children with reassurance and encouragement as they play. This supports children's emotional well-being effectively. Children are happy and share warm, close relationships with the childminder. They seek her out for cuddles and settle well in her care.
- This experienced childminder has a good understanding of children's individual interests and needs. She uses this knowledge well to plan a wide range of age-appropriate activities. This helps to support children's good progress in their learning and development.
- The childminder actively encourages children's good behaviour. She models politeness and respect. For example, children learn to share, and they willingly help to tidy up toys. They show pride and develop good self-esteem when the childminder praises them for their efforts.
- The childminder works with parents to support children's learning and development effectively. She shares regular information about children's progress and encourages them to be involved in their children's learning. For example, children practise songs and nursery rhymes they have learned with her at home. Parents are overwhelmingly positive of the care and support their children receive.
- The childminder asks effective questions as children play. This helps to develop children's thinking skills and encourages them to make links in their learning. For example, as children hold musical triangles, they are guided to think carefully about its name and corresponding shape.
- The childminder does not focus on her professional development sharply enough to raise the quality of teaching to the highest level.
- The childminder has not developed fully effective ways to gather feedback from parents to contribute to the self-evaluation of the setting.

What the setting needs to do to improve further

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

- focus ongoing professional development on finding the most effective ways to raise the quality of teaching even further
- 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 through 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 signs and symptoms which might indicate a child is at risk of harm and knows what she should do if she has any concerns. All required documentation is in place, including policies and procedures, and written permission from parents. The childminder conducts effective risk assessments in her home and for all outings that children participate in. This helps to identify potential hazards and provides a safe environment for children. The childminder makes good use of local childminding networks to improve her provision. Assessment of children's learning is accurate.

Quality of teaching, learning and assessment is good

The childminder plans a range of interesting activities to help children to progress and develop the skills they need for their future learning. She plays alongside children and interacts well to guide and extend their learning effectively. For example, as younger children hold a textured ball, they learn new words such as 'spiky'. Children's understanding of numbers and counting is extended as they are encouraged to count pictures of animals hidden behind small locked doors. As children create pictures with stickers, they learn about colour and shape. Children develop a passion for reading. They eagerly choose their favourite stories to read with the childminder. Older children confidently discuss similarities between themselves and pictures of children playing in books.

Personal development, behaviour and welfare are good

Children show that they are independent and able to manage their personal care needs well. They demonstrate self-confidence as they move around the rooms choosing their own activities and play. For example, they confidently bring a box of musical instruments to share with the childminder. The childminder provides children with healthy foods. She promotes children's physical well-being effectively. For example, children learn to take turns throwing and catching balls in the childminder's garden. They manoeuvre child-sized diggers to the sandpit as they operate its levers to scoop up objects in the sand. The childminder takes children out into the local area and they attend playgroups within the community. This helps children to recognise and respect each other's similarities and differences.

Outcomes for children are good

Children, including those in receipt of funded early education, are working well within the range of development typical for their age. They make good progress. Children listen, concentrate and have a positive attitude to learning. They eagerly ask the childminder to sing their favourite action songs, such as 'Wind the Bobbin Up'. They listen carefully and repeat the words and actions, showing their delight as they 'wind it up' quickly. They use chalk to recreate thunderstorms. This supports the development of their early literacy skills well. Children are prepared well for their eventual move on to school.

Setting details

Unique reference number	312982
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10060177
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 August 2014

The childminder registered in 1994 and lives in Knowsley, Merseyside. She operates all year round from 7.45am to 5.45pm, 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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