

# Childminder report

<b>Inspection date</b>	19 June 2019
Previous inspection date	3 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 monitors children's development effectively. She uses her good knowledge of how children learn to plan activities to help them to build on their existing skills. This supports all children to make good progress.
- The childminder places children's physical and emotional well-being at the centre of all she does. For example, she adjusts the routine to meet their individual needs daily, such as bringing snack time forward.
- The childminder's interactions with children are warm and affectionate. For instance, she cuddles younger children as they gradually wake up. She gently eases them into activities when they are ready.
- The childminder values the importance of working with parents as partners in children's learning. She shares ongoing information about children's development and provides resources to support children's learning at home. For example, parents comment positively about borrowing books to share with children.
- The childminder helps children to build on their early language skills. For instance, as younger children enjoy playing with toy farm animals, the childminder playfully joins in with animal noises. She listens with genuine interest as older children share their news.
- Although overall the childminder evaluates all areas of her provision well, she does not consistently gather parents' views as part of this process.
- Arrangements for sharing information with other early years providers that children attend do not fully support a shared approach to learning.
- The childminder does not consistently promote children's understanding of the importance of following robust hygiene procedures.

## What the setting needs to do to improve further

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

- provide even more opportunities for parents to contribute to the evaluation process, to continue to raise the good provision to the highest level
- extend arrangements for sharing information with other early years providers to fully support consistency in learning
- further promote children's good understanding of the importance of adopting robust hygiene procedures.

### 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 had a tour of the childminder's home. She looked at the range of resources available for children's use.
- The inspector took account of parents' written testimonies.

### Inspector

Sue Smith

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is alert to indicators that children may be at risk of harm. She confidently describes local procedures to follow if she is concerned about their safety. She carries out daily risk assessments of her premises to ensure children can play and explore in a safe environment. For example, she checks the slide in the garden is dry. The childminder accesses further training and regularly researches relevant early years information online. This supports her to continue to further raise her good teaching. For example, recent training has increased her understanding of how to promote children's emotional development. Overall, the childminder reflects on her practice well and makes positive changes. For example, since her last inspection, she has reviewed how she plans outdoor activities. This has increased learning opportunities for those children who prefer to learn outdoors.

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

Children have good opportunities to develop their early mathematical skills. For example, they discuss size and shape as they enjoy exploring collage materials. Children begin to learn how to use technology for a purpose, such as accessing music. Younger children giggle excitedly as they dance. Older children proudly show visitors how they balance on one leg. This supports children to develop greater control of their bodies. The childminder encourages children to develop a love of books. For example, she invites them to use props to join in with stories. Children enjoy mark-making activities, such as drawing on paving stones with chalk. This supports them to develop their early literacy skills. Children develop an awareness that things change over time. For example, they observe there is more water in the mud kitchen than the previous day.

### Personal development, behaviour and welfare are good

The childminder helps children to understand rules and boundaries. As a result, children are well behaved and kind to each other. For example, older children pass toys to younger children. Overall, the childminder helps children to develop a good understanding of adopting a healthy lifestyle. For instance, she offers healthy food choices and provides frequent opportunities for children to be active in the fresh air. Children begin to respect difference in others. For example, older children understand that younger children sit in high chairs to eat meals. The childminder provides a wide range of activities to help children to learn about communities beyond their own. For instance, children talk animatedly about making headdresses to celebrate Chinese New Year and a recent visit to the local fire station. Children demonstrate good levels of independence, such as tidying up.

### Outcomes for children are good

Children are curious and motivated learners. For example, younger children investigate how to put blocks together. Older children show perseverance as they practise picking up pasta with tweezers. Children enthusiastically look for spiders in the garden and count how many they find. Older children begin to recognise some numbers. For instance, as they play a mathematics game, they shout excitedly, 'I have found number two'. Children begin to explore the letters in their name and the sounds that represent them.

## Setting details

<b>Unique reference number</b>	EY373520
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10074110
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	3 June 2016

The childminder registered in 2008 and lives in Upton, Wirral. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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