

Childminder report

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| Inspection date | 18 July 2019 |
| Previous inspection date | 17 February 2014 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Outstanding | 1 |
| 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 provides a positive, warm and welcoming environment. She takes pride in her role and strives to meet the needs of every child she cares for.
- Children show a strong sense of belonging. They have developed close bonds with the childminder. This helps children to feel emotionally secure and confident.
- The environment is highly engaging. The children enthusiastically explore the wide range of resources available in both the indoor and outdoor spaces.
- The childminder is aware of the benefits of working in partnership with other professionals, particularly for children with special educational needs and/or disabilities. She works closely with parents, the local authority and future schools to support successful transitions to full-time education.
- The childminder puts the use of observations and assessments to good use. She has a thorough knowledge of children's current levels of development. This helps her to identify and address any gaps in learning swiftly.
- The childminder is passionate about using the wider world to help children develop and learn. Children go on countless outings to the park, beach, playgroups and woodlands. They become familiar with their local community as they meet and socialise with others.
- Parents are complimentary of the childminder. They comment on how their children are receiving the 'best possible care and education they could wish for'.
- During play the childminder does not fully utilise opportunities to help children learn about the links between healthy eating and being active, and how this promotes overall good health.
- The childminder is an engaging play partner. However, at times, her lack of preparedness impacts on her availability to play, teach and interact with children.

What the setting needs to do to improve further

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

- consider more ways to help children learn about how healthy eating and being physically active can help promote overall good health
- place more priority on preparation and organisation to enhance opportunities to play with children, supporting their learning and development to the highest levels.

Inspection activities

- The inspector observed the quality of teaching both indoors and outdoors. She assessed the impact this has on children's learning and development.
- The inspector conducted a tour of the childminder's home.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through reading the written feedback provided.

Inspector

Aisling Culshaw

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the signs and symptoms that might indicate that a child is at risk from harm or abuse. She discusses in detail the appropriate steps to take should a concern arise. The childminder knows how to keep herself safe. She is aware of the procedure to follow should an allegation be made against her or anyone else living in the household. The childminder uses the views of children and parents to review the quality of the provision. She consults with them to find out what works well and what needs to change. The childminder also meets with a network of childminders where they regularly share practice. For example, working together to become more familiar with early years funding processes.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of how children learn. At the beginning of their placement at the provision, the childminder consults with parents to get to know their children. This helps her to plan meaningful play experiences. For example, using their interest in pirates to support further learning. Children exercise and increase their vocabulary as they play on the pirate ship. They make links between numbers and quantity as they count the pirate's treasure. The childminder is innovative in ways to support children who learn better outdoors. Children jump with excitement as they guess what shape the childminder draws on the wall. They develop the muscles needed for early writing as they use water bottles to spray inside the shapes.

Personal development, behaviour and welfare are good

Children display exceptional behaviour. Consistent boundaries and routines are in place. Children respond positively to the childminder's instructions, encouragement and praise. They play well together, engaging in sharing and turn taking. Children are taught to value differences and similarities, such as cultures and beliefs. For example, children share pictures recalling their trip to the Chinese supermarket. They talk about the items they purchased in preparation for celebrating Chinese New Year. The childminder encourages children to develop their independence skills. They are encouraged to make choices and to develop self-help skills such as toileting and handwashing.

Outcomes for children are good

Children are making good progress from their starting points. Younger children develop their coordination skills as they aim and throw sensory balls. Older children use labelled pictures to learn that print carries meaning and explore letter sounds. They use critical thinking and teamwork to find the matching props for nursery rhymes. Children are developing a firm foundation for later learning and their eventual move to school.

Setting details

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| Unique reference number | 503898 |
| Local authority | Liverpool |
| Inspection number | 10109662 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 2 - 7 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 17 February 2014 |

The childminder registered in 1998 and lives in the Aigburth area of Liverpool. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

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