

Childminder report

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| Inspection date | 15 July 2019 |
| Previous inspection date | 7 March 2014 |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Outstanding | 2 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 is warm and friendly. Children love to be in his company, actively involving him in their play.
- The environment is well resourced with a strong focus on natural materials. The childminder discusses the benefits of open-ended toys and how they support children's curiosity and creativity skills.
- The childminder strives to become more economically and environmentally sustainable. Children are actively involved in planting and growing crops in the garden. They learn how to reuse and recycle. For example, they use non-recyclable goods to create eco-blocks.
- The childminder has developed strong links with other settings that children attend. He regularly speaks with key staff to share children's progress. This supports a continuity of care and education for children.
- Parents comment on the high level of care their children receive. They describe how happy their children are and how the childminder works hard to meet the individual needs of children.
- The childminder uses an effective system to track children's progress. Regular observations are conducted which help him to assess the achievements of children and quickly identify gaps in learning.
- Occasionally during play, the childminder does not use the responses of children as a cue to encourage them to think critically, helping to embed learning further.
- The childminder does not make the best use of the close partnerships he has created with other professionals, such as his co-childminder, to review and enhance his teaching to the highest levels.

What the setting needs to do to improve further

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

- make even better use of partnerships with other professionals, such as the co-childminder, to enhance teaching to the highest levels
- tune into the responses of children to encourage critical thinking, further supporting their learning and development opportunities during play.

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 completed a joint evaluation of an activity with the childminder and co-childminder.
- The inspector held discussions with the childminder and co-childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector conducted a tour of the childminder's home.
- 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

Safeguarding is effective. The childminder is aware of the signs and symptoms that might indicate that a child is at risk from harm or abuse. He describes the appropriate steps to take should a concern arise. He is aware of the signs that might suggest that children and their families are vulnerable to extreme views and ideas. Children are supervised closely. Alongside his co-childminder, the childminder carries out risk assessments to ensure that hazards are minimised. The childminder regularly evaluates the quality of the provision. He uses observations of children alongside the views of parents and his co-childminder to review what works well and what needs to change.

Quality of teaching, learning and assessment is good

The childminder is an engaging play partner. He uses his good knowledge of how children learn to plan experiences that are exciting and interesting for children. For example, using wooden beams, he helps children make a ramp for small-world cars. They use trial and error to experiment which cars fit and can go fastest down the ramp. The childminder is a good communicator. He promotes children's early talking skills by using effective questioning and giving them appropriate time to respond. The childminder makes good use of spontaneous learning opportunities. For example, children learn how earwigs protect plants from pests when they spot one in the garden.

Personal development, behaviour and welfare are good

Children display a strong sense of belonging and emotional well-being. The childminder models respect and values the views of children. This supports their self-esteem and confidence. Children are enthusiastic learners. They explore the environment with ease, making good use of the continuous access between the indoor and outdoor spaces. Children freely express their thoughts and preferences. For example, they discuss where they would like to sit for lunch and what they would like to eat. Children learn about the benefits of eating well and being active in an age-appropriate way. For example, children discuss how eating healthily helps makes them strong so they can play football for longer.

Outcomes for children are good

Children are making good progress from their starting points. They are developing into keen learners who regularly question, explore and experiment during play. Children begin to differentiate between colours as they discuss the different types of vehicles they wish to play with. They begin to show awareness of mathematical concepts such as space and measure as they fit cars into a container. Children are developing strong independence skills in preparation for school.

Setting details

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|------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | 403559 |
| Local authority | Liverpool |
| Inspection number | 10109646 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 2 - 10 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Date of previous inspection | 7 March 2014 |

The childminder registered in 2000. He lives in the Walton area of Liverpool. He operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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Piccadilly Gate
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