

Childminder report

Inspection date	24 July 2019
Previous inspection date	23 July 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The highly experienced childminder provides quality care and learning to children. She has a calm and gentle manner that children respond well to. They listen to her with genuine interest and quickly engage her in their play.
- Children's behaviour is excellent. They have a clear understanding of what is expected from them. Children have an extremely positive attitude towards their learning. They show high levels of kindness, respect and tolerance for others.
- The childminder and her assistant support children's health and well-being exceptionally well. They are attentive to children's individual needs and fully promote their personal, social and emotional development from the outset.
- The childminder and her assistant use regular observations to monitor children's progress effectively. They successfully identify what children need to learn next and plan purposeful activities that are relevant to children's interests and needs. Detailed progress checks for children aged two years show that they are reaching the expected levels of development for their age.
- The childminder develops positive relationships with parents. She regularly shares information with them about their children's achievements. Parents contribute to children's assessment records and are supported to continue with their children's learning at home.
- The childminder and her assistant gather detailed information from parents before children start at the setting. They use this information well to help children quickly settle in their care.
- At times, the childminder does not make full use of her self-evaluation to help her to precisely focus on improving her teaching practice even further.
- The childminder has not yet established highly effective partnership working with other settings that children attend, in order to enhance continuity in children's learning and development.

What the setting needs to do to improve further

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

- extend the current self-evaluation process to focus more precisely on raising the quality of teaching even further
- establish effective partnership working with other settings that children attend to promote consistency in children's learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at the areas of the premises that are used for childminding.
- The inspector held discussions with the childminder and her assistant. She looked at relevant records, documents and policies.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Adele Banton

Inspection findings

Effectiveness of leadership and management is good

The childminder has dedicated her home to her childminding services. She has created exciting and purposeful learning spaces that fully engage children in their play. The childminder actively promotes equality and diversity through effective strategies. For instance, she has a good variety of resources and books that she uses to teach children about different cultures and languages. The childminder has a comprehensive set of policies and procedures that underpin her good practice. She uses risk assessment well to ensure her home is safe, secure and fit for purpose. The childminder and her assistant have undertaken suitable training to secure their understanding of safeguarding and wider child protection issues. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder and her assistant work very well together. They complement each other's teaching with their different skills and experience. The childminder successfully supports children's language development. For example, she engages them in reciprocal conversations as children confidently discuss the different fruits that they like and dislike. Additionally, they show good listening and attention as they sing songs and rhymes. The childminder helps children to make connections in their mathematical development, such as counting and talking about different shapes and sizes. She regularly uses her interactions with children to extend their learning. For example, she skilfully questions children during their play and allows them time to problem solve.

Personal development, behaviour and welfare are outstanding

Children show high levels of emotional security as they are extremely happy and settled in the childminder's home. They confidently explore the fantastic learning environment and lead their own play ideas. For example, children immerse themselves in their imagination as they pretend to be pirates. They show excellent cooperation as they work together to pull a bucket of 'treasure' up a rope. The childminder has carefully considered promoting children's physical development. For instance, children's laughter fills the air as they enjoy playing on a rope swing. They can safely climb a ladder up to the tree house and competently pedal wheeled trikes. Children are tremendously motivated and keen to learn. They are curious explorers as they are fascinated while looking for insects under logs. The childminder provides innovative opportunities for children to learn about keeping safe. For example, she organised for the local crossing patrol officer to visit the children to teach them the importance of road safety.

Outcomes for children are good

Children play well together, take turns and share their ideas. They follow routines well. For example, they help to tidy away resources when they have finished playing. Older children are articulate and have a varied vocabulary as they use words such as 'absorbent' and 'splendid'. Younger children show good levels of concentration as they remain interested in activities for long periods of time. Children are independent as they self-select resources and ably manage their self-care. They are gaining the skills required for their future learning, including their eventual move to school.

Setting details

Unique reference number	322213
Local authority	Liverpool
Inspection number	10109642
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 July 2014

The childminder registered in 1983 and lives in Liverpool. She operates Monday to Friday, all year round, between the hours of 8am and 5.30pm, except for family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

