

# Childminder Report

## Inspection date

7 May 2015

Previous inspection date

5 October 2009

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|----------------------------------------------------------------------------------------|-------------------------|-------------|----------|
|                                                                                        | Previous inspection:    | Good        | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good        | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good        | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good        | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The childminder is very experienced and has a good understanding of how children develop. She has created a well-resourced and welcoming environment in which children remain motivated and engaged in their learning
- Children demonstrate good behaviour and an understanding of how to keep themselves safe, due to clear and age-appropriate messages from the childminder.
- Children's understanding of being healthy is well supported. This is because the childminder provides freshly cooked meals and snacks, containing a variety of fruits and vegetables.
- The childminder has a good understanding of child protection issues and how to report any concerns regarding children's welfare. As a result, she is able to protect children from harm.
- The childminder has a very accurate understanding of the strengths of her provision and areas for further development. She is committed to ongoing professional development and has obtained a level 3 qualification since her last inspection. This has enhanced her knowledge of children's development.
- The childminder has effective systems in place to promote communication between her setting with parents and other providers. This enables her to extend children's experiences from other areas.

### It is not yet outstanding because:

- The childminder does not always provide children with enough time to reflect on or repeat activities that they enjoy.
- The childminder does not always make the best of the opportunities to develop children's self-confidence when exploring new and different textures or creative activities.

## What the setting needs to do to improve further

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

- increase the time available for children to reflect on their learning or repeat activities, in order to support their thinking skills more effectively
- enhance children's confidence in exploring and being creative, for example, by role modelling the use of different tools or materials to promote their sensory exploration.

## Inspection activities

- The inspector spoke with children and considered the views of the parents recorded by the childminder.
- The inspector reviewed samples of children's learning records and observed activities in the indoor area.
- The inspector met with the childminder to discuss her self-evaluation form and a range of other operational documents, including policies.
- The inspector jointly evaluated an activity with the childminder.
- The inspector reviewed evidence of the suitability of the childminder and her qualifications including paediatric first aid.

## Inspector

Lauren Grocott

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are well supported in developing the skills and attitudes that prepare them for their next stage of learning, through warm and caring relationships with the childminder. They regularly explore their local community to develop an understanding of the world around them. They can choose from a wide range of resources in both the indoor and outdoor areas. Children's interests are observed by the childminder, who plans individual next steps to continually promote children's progress towards the early learning goals. Parents are involved in this process so that they have opportunities to extend children's learning at home. The childminder is playful in her interactions with children and asks appropriately challenging questions. However, she is sometimes less effective in supporting children's critical-thinking skills. For example, she tries to move children on when they sometimes want to repeat previous activities or re-read books soon after they have finished them, in order to consolidate their learning. Despite this, children demonstrate they are developing well, relative to their individual starting points.

### **The contribution of the early years provision to the well-being of children is good**

Children play well alongside or cooperatively with others. They are very responsive to the childminder, who is a good role model. She ensures children are provided with clear explanations about their own safety, and has an appropriate risk assessment procedure, to identify and minimise any emerging hazards. The childminder gets to know children well through discussions with their parents and settling-in sessions. This helps children to become comfortable at her setting. She is fully aware of each child's unique needs and works with their parents to ensure these are consistently promoted. Children have secure and caring relationships with the childminder. She supports their developing social skills effectively, as they have regular opportunities to play with other children at local playgroups. This helps to develop their self-confidence and esteem. However, on some occasions, the childminder does not make the best of her opportunities to reassure and support children and built their confidence when they encounter unfamiliar textures, mixtures or materials, particularly during creative activities.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder has a secure understanding of her responsibilities as a provider, and implements the requirements of the Early Years Foundation Stage well. The childminder has developed good links with other colleagues and providers. She uses these to build upon her practice and also for information sharing, where relevant. This enables her to obtain a rounded picture of children's development and plan, to support them with any areas they are less confident in. The childminder has devised robust assessment procedures. She uses these to monitor children's progress and identify any areas of learning which are less than expected. Parents are asked to contribute to initial assessments. This enables the childminder to secure interventions for children who require them, in order to continually promote their progress towards the early learning goals.

## Setting details

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | 306094         |
| <b>Local authority</b>             | Wirral         |
| <b>Inspection number</b>           | 864846         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 17         |
| <b>Total number of places</b>      | 6              |
| <b>Number of children on roll</b>  | 10             |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | 5 October 2009 |
| <b>Telephone number</b>            |                |

The childminder was registered in 1992 and lives in Meols, Wirral. She operates in term time only from 7.45am to 5.30pm, Monday to Friday. The childminder has an appropriate level 3 qualification.

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