

Inspection date	13 April 2015
Previous inspection date	24 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has a good understanding of how children learn. She changes her approach to motivate different children and meet their individual stages of development. Consequently, they make good progress and are developing the dispositions, which prepare them well for school.
- Children demonstrate kind, caring and considerate behaviour towards each other, as the childminder reinforces boundaries well. Children are happy and confident at the childminding setting and demonstrate good relationships with the childminder and her assistant.
- The childminder cooks fresh and nutritious meals for the children and provides frequent opportunities for physical exercise, in order to reinforce their understanding of how to look after their bodies.
- The childminder has a good understanding of partnership working with parents and has appropriate systems in place to communicate with other providers when appropriate. This creates opportunities for parents to extend their children's learning at home and promotes a consistent approach to children's learning.
- The childminder demonstrates a secure understanding of the indicators of abuse and how to refer any concerns regarding children's welfare to the relevant agencies. This enables her to protect children from harm.

It is not yet outstanding because:

- The childminder does not always use effective questioning, in order to make the most of opportunities to extend young children's language skills.
- The childminder does not always use information about children's starting points from parents, in order to complete a balanced initial assessment of their skills.
- The childminder sometimes keeps children waiting for prolonged periods during daily routines and they become restless.

What the setting needs to do to improve further

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

- maximise the opportunities to enhance younger children's communication skills and vocabulary by asking them more questions about their chosen activities
- gather and consistently use the information from parents regarding children's existing skills, in order to inform the assessments of their developmental starting points
- minimise the time in which children have to wait during daily routines, so that their good behaviour is continually supported.

Inspection activities

- The inspector took into account the views of parents spoken to during the inspection and those obtained by the childminder.
- The inspector observed activities in the indoor and outdoor areas and conducted a joint observation with the childminder.
- The inspector met with the childminder to discuss her self-evaluation and sampled other operational documents, including policies and procedures.
- The inspector reviewed children's learning records and spoke with the childminder and her assistant at appropriate times during the inspection.
- The inspector checked evidence of the childminder's suitability and other adults in the home, and sampled records of their 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

All children attending the childminding setting are making good progress due to the good quality teaching. Children have good communication skills and enjoy interacting with each other as they play. The childminder interacts well with children and promotes their learning through conversations about activities they are engaged in. However, she is occasionally less effective in using questioning to extend the language skills of younger children. Children access a variety of resources and enjoy their independent play. For example, children role play, selling each other goods from a pretend shop, go climbing in the outdoor area and enjoy hearing stories read by the childminder. The childminder uses observations and assessments of children's progress to inform her planning systems. However, detailed information from parents, regarding children's existing skills, is not always included towards their initial assessments, in order to provide a balanced view of what they can already do.

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

The childminder knows children well and adheres to their individual routines as far as possible. However, sometimes children become restless as the childminder is busy with daily routines, for example, as they wait for their snack or lunch to be served. Children's behaviour is well managed and they demonstrate a good understanding of the rules and boundaries within the setting. Children's independence is promoted well as they access a wide variety of resources within the well resourced and attractively arranged setting. They are also provided with opportunities to independently undertake self-care routines, where appropriate, which helps them to develop the skills required to successfully move onto school. The childminder's procedures for risk assessment include daily checks in the indoor and outdoor area, use of safety equipment where appropriate and discussing risk with children to help them to keep themselves safe.

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

The childminder understands her responsibilities as a provider and implements all aspects of the Early Years Foundation Stage, in order to promote children's good progress and keep them safe. The childminder has a relevant qualification and has accessed a variety of training courses, which enhances the quality of her practice. Clear procedures are in place for the evacuation of the childminding setting, in order to help children to understand how to stay safe. The childminder has appropriate systems in place to monitor educational programmes and this makes a positive contribution to children's learning. She supervises her assistant well to ensure they are suitably skilled to work with children. The childminder has devised appropriate induction procedures, in order to ensure that assistants are fully informed of policies, procedures and have a good understanding of their role in ensuring children are protected from harm. This promotes children's well-being. She continues to reflect on her practice and children's use of space, to identify relevant priorities for improvement as part of her self-evaluation.

Setting details

Unique reference number	306183
Local authority	Wirral
Inspection number	871784
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	25
Name of provider	
Date of previous inspection	24 January 2011
Telephone number	

The childminder was registered in 1997 and lives in Eastham, Wirral. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with another childminder and an assistant, all of whom hold relevant qualifications. The childminder provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
Store St
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M1 2WD

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