

Childminder Report

Inspection date

17 October 2016

Previous inspection date

10 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 very experienced. She is fully committed to providing the best possible opportunities for children in her care. The childminder regularly reflects on her practice. She takes account of the views of parents when identifying areas for further improvement.
- The childminder has a good understanding of how young children learn. She follows their interests and uses a variety of teaching styles to extend their learning as they play. Children are motivated learners. They are making good progress.
- The childminder is very kind and caring. Children are happy and settled. They develop strong attachments to the childminder and enjoy playing alongside her.
- The childminder supports the development of children's social skills well. They have regularly opportunities to visit local children's groups and play with larger groups of children of a similar age.
- Children's behaviour is excellent. They play extremely well together and demonstrate high levels of respect for others. Children willingly share toys and actively look to involve other adults and children in their activities.
- Parents are very happy with the service offered by the childminder. They are particularly pleased with the care and learning opportunities their children receive.

It is not yet outstanding because:

- The childminder has not fully explored different ways to collect and share information with parents about children's ongoing learning and development.
- Occasionally, the childminder does not provide enough opportunities to extend children's mathematical knowledge and understanding.

What the setting needs to do to improve further

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

- explore further ways to collect and share information with parents about children's ongoing learning and development
- provide more opportunities for children to practise and use mathematical language and skills.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder and discussed this with her.
- The inspector looked at a selection of documentation, including children's records, policies and procedures and evidence of the suitability checks for all adults living on the premises.
- The inspector took account of the written views of parents.

Inspector

Susan Hopper

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the signs and symptoms of abuse. She understands the correct procedure to follow to support children's welfare. The childminder is very well organised. She has a good range of policies and procedures which she shares with parents. The childminder uses effective risk assessments to maintain a safe environment. She uses appropriate safety measures to help ensure children remain safe and free from harm. The childminder regularly monitors children's learning and development, which helps her to identify and manage any gaps in learning. She knows how to gain additional support for children, if required, to help promote their learning. The childminder attends regular training events and makes good use of other professional development opportunities to further enhance her practice.

Quality of teaching, learning and assessment is good

The childminder observes children as they play and makes regular assessments of their progress. She uses this information to help identify what they need to learn next. The childminder uses her knowledge of children's interests to plan activities that they enjoy. For example, she uses children's interest in cars and trains to introduce a range of storybooks and building materials. The childminder encourages children to make choices in their play. She makes good use of spontaneous teaching opportunities. For example, she introduces songs related to the hand movements that children make when manipulating jigsaw pieces. The childminder continuously talks to children as they play and engages them in conversations. She encourages them to use their imagination and they demonstrate good language skills as they provide a narrative for their play. Children have opportunities to practise their early writing skills. They demonstrate good coordination skills playing with dough, using different cutting tools and engaging in threading activities.

Personal development, behaviour and welfare are good

The childminder is a good role model. She encourages children to use good manners and provides them with lots of praise and encouragement. Younger children enjoy cuddles with the childminder, especially after they have woken up. The childminder promotes a healthy lifestyle. Children have regular opportunities to play outdoors in the fresh air and be physically active. They are encouraged to practise good hygiene routines and do things for themselves. Children demonstrate good independence skills. They are keen to be involved and to help. For example, children help to tidy away activities and enthusiastically dry outdoor equipment with paper towels after a shower of rain. The childminder takes children out into the community, such as to the local library and toddler groups, nature reserves and the woods. This helps them to be aware of their local area.

Outcomes for children are good

Children make good progress from their individual starting points. They are motivated to learn and are becoming confident in their abilities. Children develop self-care skills, such as feeding themselves and putting on their shoes. The childminder is helping children to acquire the necessary skills to support their future learning, including moving on to school.

Setting details

Unique reference number	310665
Local authority	Sefton
Inspection number	1059533
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	10 December 2012
Telephone number	

The childminder was registered in 1997 and lives in the Lydiate area of Sefton. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

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