

# Childminder report

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 6 September 2018 |
| Previous inspection date | 23 April 2015    |

| <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        |
| 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

### The provision is good

- The childminder observes children closely as they play and assesses their learning regularly. She keeps track of their progress and knows what children need to learn next. The childminder uses this information to tailor teaching and learning to suit children's interests. Children make good progress from when they first start.
- Children arrive in good spirits and settle quickly. They are happy and enjoy positive relationships with the attentive and caring childminder.
- The childminder forms strong partnerships with parents. She keeps them regularly updated about their children's care and learning. Parents speak highly of the childminder. For example, they state that she sets clear and consistent boundaries and children have high levels of respect for her. Parents comment that they appreciate the good levels of communication they have with the childminder.
- The childminder teaches children to respond promptly to directions that will keep them safe, such as on walks to school. Children know that they must look both ways and hold the childminder's hand to cross roads.

### It is not yet outstanding because:

- The childminder does not consistently teach younger children who are developing their speech to use the correct pronunciation of some words. This does not fully support them to develop excellent speaking skills.
- The childminder does not utilise enough opportunities to broaden children's good mathematical language and increase their understanding of quantity and shape.

## What the setting needs to do to improve further

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

- enhance teaching skills further and consistently use the correct pronunciation of words
- strengthen opportunities for children to build on their good mathematical language and increase their understanding of quantity and shape.

### Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's suitability and training certificates.
- The inspector spoke with some parents and took account of their views. She took account of the views of parents from written feedback they had provided.

### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands the procedures to follow should she have a concern about a child's welfare. She evaluates the quality of her setting and makes improvements that benefit children. For example, she has enhanced the outdoor area so that children have even more opportunities to practise their physical skills. The childminder is proactive in seeking training opportunities. For instance, she uses newly acquired knowledge and techniques to encourage children to exercise, stretch and use their muscles. This further helps to support children to develop good physical skills.

### Quality of teaching, learning and assessment is good

The well-qualified childminder provides a stimulating learning environment indoors and outside. She gets to know children well and provides activities that children enjoy. For instance, she sets up an area with toy animals and doctors' instruments. This helps children to explore their current interest in dogs and vets. The childminder sits alongside them and enters into the spirit of children's play. She pretends to be a vet and nurse. This helps children to learn about people of the world who help us. Children play imaginatively and are motivated to learn.

### Personal development, behaviour and welfare are good

The childminder is a good role model. She speaks to children kindly and respectfully. Children use good manners and behave well. Children have a healthy appetite and develop a positive attitude to leading a healthy lifestyle. The childminder provides interesting opportunities for children to try out new foods and tastes. For example, children thoroughly enjoy preparing a variety of fresh fruit for their snack. The childminder teaches them how to hold safety knives safely and to split the fruit lengthways. Children respond very well to the childminder's instructions, praise and encouragement. They show pride in their achievements and develop high levels of self-esteem.

### Outcomes for children are good

All children, including those who are funded, make good progress in their learning. They are confident individuals who make firm friendships with others. Children of all ages learn to be independent. For example, older children take off their coats when they arrive and hang them on their pegs. Younger children are supported well to learn to take off their shoes. Children develop the skills they need in readiness for school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 310711                                                                            |
| <b>Local authority</b>             | Sefton                                                                            |
| <b>Inspection number</b>           | 10067294                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 - 10                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 18                                                                                |
| <b>Date of previous inspection</b> | 23 April 2015                                                                     |

The childminder registered in 1994 and lives in Southport. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-year-old children.

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