

# Childminder Report

**Inspection date**

23 April 2015

Previous inspection date

17 May 2011

| <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

- Children are effectively safeguarded. The childminder follows robust safety procedures and has a clear understanding of child protection and what to do if she has concerns about a child.
- The childminder makes good use of the views of children and parents, and ideas gained from the internet and meetings with other professionals, to reflect on her practice and continually improve her service.
- Children are active learners, able to make choices, show interest in playing with others and are curious about what they find. As a result, children are well prepared emotionally and equipped with important skills, to ease their move onto nursery and school.
- The childminder is consistent in the management of children's behaviour. As a result, children learn to behave well and to respect the needs and views of other children.
- Children understand the need for physical exercise in a healthy lifestyle. They exercise vigorously in the garden and go for walks in the local area.
- Children build good language and listening skills, which prepares them well for future learning.

### It is not yet outstanding because:

- There is scope to extend some partnerships with other settings children attend, to gain a fuller picture of their learning, to support even better continuity.
- Maximum use is not always made of free-choice activities to raise children's rapidly growing awareness of similarities and difference from an early age.

## What the setting needs to do to improve further

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

- build on the good partnerships with other settings that children attend, in order to promote an even more effective sharing of information about their learning
- provide further opportunities to help children understand that people have different views, cultures and beliefs, which need to be treated with respect.

## Inspection activities

- The inspector observed activities in the playroom, kitchen and garden.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a range of documents, including verifying some qualifications, checking evidence of the suitability of household members and viewing the policies, procedures and the children's records.

## Inspector

Lynne Naylor

## Inspection findings

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

The childminder effectively organises enjoyable activities and experiences, which challenge children to make good progress. She skilfully manages group activities to meet the different learning needs of each child. For example, at music time, a young baby smiles with enjoyment while bouncing to the beat and investigating the instruments. An older baby claps hands and joins in with actions to the song. At the same time, an older child plays instruments and sings some of the words. As a result, all the children practise the listening and speaking skills required for effective communication. The quality of teaching and learning is good. The childminder encourages children to recall and retell events while looking at photographs. This encourages their story-telling and literacy skills and extends their ability to communicate. The childminder further increases children's enjoyment of books through using puppets and props to act out stories. Some books and resources reflect difference and diversity. However, during free play, these are not always visible to support children's rapidly growing awareness of the wider world.

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

The childminder enables babies and children to feel very secure and settle well by using good information from parents to keep routines familiar and comforting. The childminder manages children's behaviour in a calm and consistent way and effectively teaches them to respect each other. She purposefully develops children's confidence in group situations by supporting them to socialise and communicate with others. Children of all ages, develop good self-help skills and a keen sense of responsibility. They help themselves to good-quality, accessible toys and responsibly return them. Two-year-old children capably choose their own cup from the kitchen drawer. They also skilfully butter and cut their own toast at the low-level table. The childminder teaches children to use tools, such as knives correctly and safely. Children also demonstrate their good awareness of how to keep safe while playing imaginatively in the play kitchen. They talk about being careful with hot taps and carrying cups of water safely, so as not to spill them.

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

The childminder understands and fully meets the requirements of the Early Years Foundation Stage. She makes good use of the knowledge gained from her qualification and regular training to effectively meet children's care and learning needs. The childminder meets weekly with a group of childminders to share her good practice. She monitors children's progress and identifies any gaps in their learning. Each week, she plans what children need to learn next using the previous week's observations, so that no child falls behind. Parents are kept well informed of their children's progress. A detailed daily account of children's care and activities, is shared with their learning records and scrapbooks of photographs. The childminder works very closely with some other settings that children attend to effectively share information, however, not at a consistently high level with all settings.

## Setting details

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | 310711      |
| <b>Local authority</b>             | Sefton      |
| <b>Inspection number</b>           | 867962      |
| <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>  | 21          |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 17 May 2011 |
| <b>Telephone number</b>            |             |

The childminder was registered in 1994 and lives in Southport. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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