

Childminder Report

Inspection date

13 July 2017

Previous inspection date

2 June 2014

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

- Children form strong attachments to the childminder. They show that they are very happy and settled in the childminder's home, helping to promote their emotional well-being.
- The childminder accesses regular training. She uses information gained from recent early language training to help improve outcomes for children. For example, the childminder frequently repeats younger children's utterances to confirm she has heard and understood them. This helps to promote their early speaking skills well.
- The childminder gets to know children very well. She recognises when children prefer to learn outdoors and plans interesting activities that they enjoy and that help promote learning. Children and babies are engaged and motivated to learn.
- Children make good progress. The childminder uses her good monitoring systems well to ensure that any gaps in children's learning are identified and addressed swiftly.
- The childminder completes risk assessments, of her home and on outings. She encourages babies and young children to learn how to keep themselves safe. This helps to ensure that children learn to play in safety.
- The childminder reflects well on her practice. She considers the views of children and parents when making any changes that benefit children.

It is not yet outstanding because:

- The childminder does not consistently share information with all other settings that children attend to provide further continuity in their learning.

What the setting needs to do to improve further

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

- build partnerships with all other early years settings that children attend and ensure that information is shared consistently about their learning and development.

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 outside and assessed the impact this has on children's learning.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's suitability, qualifications and training certificates.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of her responsibility to protect children from abuse and neglect. She knows the necessary authorities to inform if she were to have a concern about a child's welfare. Partnerships with parents are good. Parents speak highly of the childminder. For example, they compliment her on how their children are developing good speaking skills. The childminder keeps parents well informed about their children's progress. She shares information with them regularly, such as through daily discussions and text messages.

Quality of teaching, learning and assessment is good

The childminder is experienced and knowledgeable about child development. She provides activities and experiences that help to promote children's learning. For example, younger children are encouraged to recollect the names of farm animals. They enjoy being creative and stick pictures of animals onto a collage. The childminder extends learning further. She encourages younger children to count the pictures, helping to build on their early counting skills. Children follow their individual interests. For instance, babies enjoy investigating with sand; they explore with fascination how it feels as it runs between their fingers. Younger children use paintbrushes and buckets full of water to paint push-along cars. All children enjoy their time in the setting.

Personal development, behaviour and welfare are good

Children behave well. The childminder is a good role model. She gently reminds children to share and take turns. The childminder offers lots of praise and encouragement, helping to foster children's confidence and self-esteem. The childminder takes children out on interesting trips into the community, such as to the farm, beach, library and playgroups. This helps children to learn about the wider world and develop their social skills. The childminder promotes healthy lifestyles well. For example, she provides children with healthy snacks, such as toast and water. The childminder encourages children to wash their hands before eating and explains why this is important, teaching them good hygiene practices.

Outcomes for children are good

All children make good progress from when they first start at the setting. Babies are encouraged to be independent from an early age. For example, they crawl around the play space and pull themselves up to stand and walk around furniture. Babies and young children choose from the good range of resources available. They are confident in new social situations and interact well with visitors. This shows that they feel safe in the childminder's care. All children are developing well in preparation for the next stage in learning and eventual move on to school.

Setting details

Unique reference number	315368
Local authority	St. Helens
Inspection number	1087091
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	2 June 2014
Telephone number	

The childminder registered in 1992 and lives in Rainford, near Saint Helens, in Merseyside. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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