

Childminder Report

Inspection date

9 February 2018

Previous inspection date

25 July 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 make good progress from their starting points and are developing the skills they need for the next stage in their learning.
- Children are very confident in the environment and form strong bonds with the childminder.
- Children have access to a wide range of age-appropriate toys and resources, which they can select independently. This allows them to make choices about what they play with.
- The childminder promotes children's communication skills well. She talks to them about their play and repeats words they say.
- The childminder has a good range of policies and procedures in place which she shares with parents.

It is not yet outstanding because:

- Although the childminder evaluates her practice, she does not use these systems fully to identify specific targets for development and improve the provision to an even higher level.
- Occasionally, the childminder does not use what she knows children can already do to extend activities and focus on what children need to learn next.
- Occasionally, the childminder does not give children the opportunity to fully extend their thinking skills.

What the setting needs to do to improve further

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

- make the most of opportunities to extend children's thinking skills
- use what you already know about children to challenge their learning to the highest level
- build upon aspects of self-evaluation to raise the quality of practice to an even higher level.

Inspection activities

- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and looked at relevant documentation.
- The inspector spoke with one parent and took account of other parental views through written feedback provided.
- The inspector observed the quality of teaching indoors and assessed the impact this has on children's learning.

Inspector

Kayte Farrell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder can confidently identify possible indicators of abuse. She places a strong focus on keeping children safe and keeps her safeguarding knowledge up to date through regular training. The childminder knows the procedures to follow if she has concerns about the welfare of a child. The childminder takes appropriate steps to minimise risk to children and carries out regular checks of her home. The childminder frequently meets with a network of other childminders to share good practice and seek advice. This also provides social experiences for children in her care. Partnerships with parents are strong. Parents speak highly of the childminder and are very happy with the quality of care provided. An effective two-way flow of communication means that children's care and learning is consistent.

Quality of teaching, learning and assessment is good

Children benefit from a stimulating and well-resourced environment. Activities are well presented and focus on children's interests. Children develop skills they need for the future through role-play activities. For example, they practise buttering bread and learn that oven gloves prevent them from being burnt. There are frequent opportunities for children to learn about mathematics and colours. Children often refer to surrounding displays. For example, children count out five paint bottles and compare each one to the display to establish which colour it is. Play is child initiated. Children demonstrate confidence when selecting resources and choosing where they want to play. The childminder extends children's vocabulary well. For example, she uses new adjectives to describe the personalities of people familiar to children.

Personal development, behaviour and welfare are good

Children's self-care skills are very well promoted. They use the bathroom and wash their hands independently. Furthermore, they make healthy choices at snack time and learn about the benefits of healthy foods. The childminder promotes a calm environment and is a positive role model. Children are well behaved and use good manners. The childminder frequently takes children to local play centres and activity groups. This helps to develop their understanding of the world and promotes their social skills. The childminder's settling-in procedures are tailored to meet children's individual needs. Consequently, children settle quickly and form strong attachments.

Outcomes for children are good

Children make good progress from their starting points. The childminder monitors their development and any gaps in achievement are swiftly identified. Children are self-motivated and concentrate intently on the activities provided. They are creative and use their imagination skills well. For example, they collect items for their shopping bag, cook pretend meals and then wash the dishes. Children use their mathematical skills to compare the similarities of different foods and then group them accordingly. For example, they sort them by colour.

Setting details

Unique reference number	322156
Local authority	Knowsley
Inspection number	1103736
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	25 July 2014
Telephone number	

The childminder registered in 1995 and lives in Liverpool. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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