

# Childminder report

|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 5 June 2019   |
| Previous inspection date | 18 March 2016 |

| <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

### This provision is good

- The childminder is well qualified and experienced in providing good-quality care and learning experiences for children. She works effectively with her assistant to improve outcomes for children. Current improvements include the use of additional premises, which has enhanced children's learning experiences.
- The childminder builds effective partnerships with parents. She keeps them fully informed about their child's day. Parents are very complimentary about the service that the childminder provides.
- The childminder provides a warm and welcoming environment. Children feel safe and secure at the childminder's home. They are comfortable in her care, for example, as they ask her for help when needed.
- Children are confident, behave well and show good social skills. For example, they play harmoniously alongside each other and regularly use good manners without prompting. Older children show kindness and respect towards younger children and readily involve them in their play.
- The childminder completes accurate assessments and keeps parents well informed about children's progress and how to support their learning at home, such as by singing favourite nursery rhymes and sharing favourite stories.
- The childminder has not developed effective ways to share information with other settings children attend to promote a complementary approach to their learning.
- The childminder's professional development is not fully focused on identifying ways to raise the good quality of teaching to the highest levels.

## What the setting needs to do to improve further

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

- share more information with other settings children attend to promote a consistent and complementary approach to their learning
- focus ongoing professional development on finding the most effective ways to develop the quality of teaching even further.

### 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 and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder and her assistant.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's and her assistant's suitability and training certificates.
- The inspector took account of the views of parents from written feedback they had provided.

**Inspector**  
Lisa Howard

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant attend regular safeguarding training. They know where to refer any concerns they may have regarding a child's welfare. The childminder and her assistant carry out robust daily risk assessments in both her home and the additional premises she operates from. The childminder is a good role model for her assistant. She supports her professional development and supervises her well. The childminder and her assistant work well together to review the quality of the provision. For example, they regularly discuss observations of children's learning. They then use this information to plan new teaching activities to engage children in their learning further.

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

The childminder and her assistant have a secure knowledge and understanding of how children learn and develop. The childminder and her assistant readily play alongside the children and engage with them to capture their interest. The childminder skilfully introduces new vocabulary as children explore materials. For example, she models language such as 'rough' to describe the texture of paint mixed with sand as children feel its properties. The childminder asks skilful questions to help children think. For example, when mixing paint, the childminder encourages the children to think about what colours combine to make pink. Children test out their predictions and learn to refine the amounts of colours needed, for example, to create a paler pink. Babies clap their hands in excited anticipation as the childminder and her assistant create bubbles for them to pop with their hands. This helps them to develop good hand-to-eye coordination. The childminder and her assistant support young children's emerging language well. For example, they reinforce single words and animal sounds as children open small doors on an electronic toy to reveal farmyard animals.

### Personal development, behaviour and welfare are good

The childminder and her assistant have a calm and nurturing approach. This helps children and babies to settle quickly into their care. The childminder helps children to recognise potential dangers and teaches them how to keep themselves safe. Children take part in regular safety training. For example, they talk confidently about taking part in fire evacuation procedures. They understand what they should do in the event of a fire. The childminder provides children with healthy foods. Children have daily opportunities to play outside in the fresh air in the well-resourced garden. This helps to support their physical development. They develop their self-help skills well. For example, older children wash their hands independently before and after eating.

### Outcomes for children are good

Children make good progress in their learning and development from their starting points. They learn to share and take turns. Children develop good levels of interest and enthusiasm for learning. They learn about rhyming words as they confidently sort pictures of the same rhyming patterns. This helps them develop the skills required for reading. Children acquire the skills and attitudes they need for their next stage of learning, including their eventual move on to school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 500635                                                                            |
| <b>Local authority</b>             | St Helens                                                                         |
| <b>Inspection number</b>           | 10072920                                                                          |
| <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>       | 0 - 10                                                                            |
| <b>Total number of places</b>      | 12                                                                                |
| <b>Number of children on roll</b>  | 20                                                                                |
| <b>Date of previous inspection</b> | 18 March 2016                                                                     |

The childminder registered in 2001 and lives in Prescot, Liverpool. She operates all year round from 7.20am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. At times, she works from a room within a local church hall. The childminder holds an appropriate qualification at level 3. She employs an assistant.

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