

Childminder report

Inspection date	14 December 2018
Previous inspection date	9 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children are very happy and settled. They enjoy their time with the childminder and form strong relationships with her, which shows that they feel safe and secure.
- Children confidently explore the available play materials and make informed choices from a very early age.
- Children are enthusiastic learners, who are motivated by the childminder's encouragement and support as she plays alongside them.
- The childminder is very experienced. Overall, she makes good use of what she knows about children's learning and development. This helps children gain the key skills they need for the next stage in their learning and eventual move to school.
- Children enjoy a wide range of outings to places of interest, such as rhyme time at the local library, that successfully complement their time in the childminder's home.
- The childminder is a positive role model. Children are learning right from wrong and the importance of socially acceptable behaviour through gentle guidance in simple explanations.
- The childminder routinely reflects on her practice. She works very closely with parents and seeks their views to help further improve the quality of her provision.
- The childminder misses opportunities to promote children's curiosity to explore and investigate a range of sensory experiences.
- The childminder does not consistently make the very best use of her knowledge of children's stages of development, to sharply focus the experiences and activities provided, to help them make the best possible progress.

What the setting needs to do to improve further

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

- extend opportunities for children to explore and experiment through sensory exploration
- sharpen the focus of the already good teaching and enhance the experiences and activities provided to help children make the best possible progress in their learning.

Inspection activities

- The inspector observed interactions between the childminder and children and spoke with the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector had a tour of the premises and evaluated the effectiveness of the childminder's risk assessment.
- The inspector checked evidence of the suitability of adults living at the premises and looked at relevant documentation, including policies and procedures.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector
Vickie Halliwell

Inspection findings

Effectiveness of leadership and management is good

The childminder is very experienced. She routinely reflects on her practice and attends relevant training to further develop her knowledge and skills. The arrangements for safeguarding are effective. The childminder regularly updates her knowledge of child protection issues. She is aware of the possible indicators of abuse and understands how to report any concerns she may have about a child's welfare. Strong partnerships with parents contribute successfully to children's learning and their emotional well-being. Ongoing discussions ensure parents are fully informed of children's progress and ways in which they can continue to extend their learning at home. The childminder maintains documents, qualifications and the records needed to underpin good provision for children.

Quality of teaching, learning and assessment is good

The childminder knows each child very well and enjoys spending time with them. Overall, information gained from direct observations is used well to assess children's levels of development and identify the next steps in their learning. The childminder understands how children learn and provides activities that are linked to their current stage of development. She skilfully supports each child's learning. For example, when caring for three children, she provides shape sorters that enable those of differing ages and abilities, to participate fully as they learn alongside one another. The childminder monitors children's learning carefully. Their early language and communication skills are promoted well, for example, as the childminder models language effectively. She works closely with parents to help ensure that any children at risk of falling behind receive the support they need.

Personal development, behaviour and welfare are good

The childminder has created a safe, welcoming and child-centred environment. She works closely with parents to ensure children's individual care needs are fully met. Typically, children start as young babies and are lovingly nurtured as they grow and develop in confidence. Children make meaningful choices about how they spend their time. They happily explore the childminder's home and select their own play materials. Children have many opportunities to be physically active. For example, they confidently lead the childminder by the hand so they can explain that they want to switch the music on and dance. Gentle reminders and simple explanations are effectively used to help young children to learn how to manage their own behaviour.

Outcomes for children are good

Children make good progress. They are becoming confident, independent learners, who enjoy learning new skills within a supportive environment. Children are beginning to solve simple problems and they persevere with self-chosen challenges, for example, as they discover how to thread plastic discs onto a lace. Children routinely practise and refine their balance and co-ordination skills as they climb and explore outdoors. They are learning how to build positive relationships as they share and take turns with their peers.

Setting details

Unique reference number	500669
Local authority	St Helens
Inspection number	10071250
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 June 2015

The childminder registered in 2000 and lives in Rainford, Merseyside. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

