

Childminder Report

Inspection date

11 February 2016

Previous inspection date

19 March 2012

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 close bonds with the childminder and flourish in her care. The childminder takes time to get to know children well and sensitively responds to their care and learning needs.
- The childminder is a good role model for children. She promotes positive behaviour in a range of effective ways. Children understand the rules and boundaries that are in place and their behaviour is excellent.
- The childminder has a good understanding of how children learn and develop. She identifies children's interests and uses this information to plan challenging activities to support their development.
- The childminder understands the importance of working in partnership with parents. She seeks their opinions when evaluating her setting.
- The childminder is highly effective in fostering children's self-confidence, resilience and persistence. Children are keen to try new things and demonstrate enthusiasm for learning.
- The childminder has a good understanding of how to keep children safe. She conducts risk assessments of her home and before going on outings. She also teaches young children how to keep themselves safe.

It is not yet outstanding because:

- Training is not specifically targeted to develop expertise in the specific areas where it will have most impact and help raise the quality of teaching to an even higher level.
- Children have fewer opportunities to explore and find out about technology.

What the setting needs to do to improve further

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

- focus more sharply on the analysis of staff's performance to identify training opportunities to help raise teaching skills to the highest level
- strengthen opportunities for children to explore and find out about technology.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector jointly observed and discussed with the childminder the teaching and learning activities provided.
- The inspector took account of the views of parents, carers and children, including those expressed in recent letters.
- The inspector checked evidence of the suitability of members of the household and the childminder's qualifications.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.

Inspector

Rachel Deputy

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder fully understands her role and responsibilities in helping to keep children safe. She has consulted with her local authority advisers and has updated relevant policies and procedures. She has also refreshed her training and has updated her first aid and safeguarding qualifications. The childminder regularly evaluates her setting. However, training is not yet specifically targeted to develop expert ways of promoting the very best outcomes for children. The childminder closely monitors the range of activities she plans. This helps her support each child's development in all areas of learning. Parents comment that they are kept well informed about the progress their children make. They speak highly of the childminder's input into how they can continue to support their children's learning at home. This helps to ensure continuity in learning for children.

Quality of teaching, learning and assessment is good

Children enjoy opportunities to play and explore independently. They show determination and develop their coordination as they learn to pick up items with chopsticks. The childminder skilfully identifies when to join children's play to help extend their learning further. Children delight in sharing their play with her. For example, they pretend to make her some food in their play kitchen and giggle when she asks for their favourite meal. The childminder asks well-timed questions to help support their understanding of shape, colour and counting. The childminder promotes children's developing language and understanding very well. For example, they use wooden blocks to build structures and the childminder asks them to describe what they are making. Children eagerly respond to the childminder's simple questions and confidently explain their creations. This helps them to become skilful communicators.

Personal development, behaviour and welfare are good

The childminder gathers a wealth of information to support children's emotional well-being when they start attending. She is caring and sensitive, and children are happy and confident in the childminder's home. The childminder is a good role model. She uses clear and accurate explanations when necessary to support children's understanding of good behaviour. Children are learning to show compassion and genuine care for each other. For example, when they accidentally hurt their friends, they give them a cuddle and ask if they are feeling better. The childminder has a thorough understanding of how to promote equality and diversity. She offers a range of resources and opportunities to support children's understanding of the diverse society in which they live. For example, they talk about different cultures and beliefs and celebrate each other's uniqueness. Children are encouraged to talk about and taste healthy foods and exercise regularly, which contributes towards their good health.

Outcomes for children are good

Children make good progress in their learning, taking into account their individual starting points. The childminder ensures that children develop the skills that they need and are emotionally well prepared for the next stage in their learning.

Setting details

Unique reference number	EY269230
Local authority	St. Helens
Inspection number	856085
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	19 March 2012
Telephone number	

The childminder was registered in 2003 and lives in St Helens. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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