

Childminder Report

Inspection date

22 May 2018

Previous inspection date

19 December 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. The childminder observes children's play, assesses their achievements and outlines any gaps in their development. She plans focused support to help close any gaps in children's learning quickly and extend their development.
- The childminder and her assistant skilfully promote children's early literacy. For example, the childminder's assistant reads children's favourite books to them. This helps them discover that reading is informative and pleasurable.
- The childminder patiently supports children's behaviour and social skills. Children begin to manage their emotions and recognise risk. They enjoy the company of other children and appreciate the needs of others as they learn to share and take turns.
- Partnerships with parents are strong and the childminder exchanges regular information with them about what children learn and enjoy doing while with her and at home. There is a secure exchange of information with parents about their children's well-being.

It is not yet outstanding because:

- The childminder has not explored all strategies to help children who prefer to learn outdoors or in a physical way.
- Sometimes, the childminder does not provide enough opportunities for children to solve problems and build on their exploratory and creative skills.

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 who like to learn outdoors and in a more physical way
- provide good opportunities for children to independently solve problems, experiment and explore with resources as they play.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. She assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's and her assistant's suitability to work with children.
- The inspector took account of the views of parents and carers.
- The inspector interacted with children throughout the inspection.

Inspector

Suzanne Marsh

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good understanding of what steps to take should she have any concerns about a child's welfare. She ensures her home and garden are safe and secure for children during renovation work. The childminder and her assistant know what they must do if an allegation is made against one of them. The childminder trains her assistant to understand and follow well-established procedures for child protection. The childminder accesses training, works alongside her assistant, and meets with other providers to share ideas and develop practice. Testimonials from parents are very complimentary about the childminder and the service she provides.

Quality of teaching, learning and assessment is good

The childminder completes regular observations and assessments of children's learning. This helps her understand what children need to learn next and identify and address any gaps in children's development. The childminder promotes children's communication and language skills well. She does this by extending, repeating and introducing new words during play. Children enjoy activities that help develop their imaginations, for example, they make independent choices from small-world resources and engage in role play, such as pretending to cook. The childminder successfully encourages children's interest in books and mark making. Children benefit from a good range of accessible toys and resources.

Personal development, behaviour and welfare are good

Children regularly go on local outings with the childminder and her assistant and benefit from regular fresh air and exercise. This helps them develop their understanding of a healthy lifestyle and feel part of the community. The childminder identifies and minimises hazards to children's safety. For example, children learn to tidy away after they play with toys on the floor. The childminder works in partnership with parents when she plans for children's individual needs and preferences. For example, she finds out whether children are allergic to certain foods and ensures the food and drink she provides is healthy and safe for everyone.

Outcomes for children are good

Children make good progress in relation to their starting points and learn the skills that will help them in the future, including starting school. They feel safe and secure in the childminder's care and develop strong relationships with her and the other children. They count with confidence, compare size and recognise colour and shape. Children are active and eager participants in activities and enjoy their learning.

Setting details

Unique reference number	EY343878
Local authority	St. Helens
Inspection number	1104560
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	19 December 2014
Telephone number	

The childminder registered in 2006 and lives in St.Helens. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. She occasionally works with her daughter who is her assistant.

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