

# Childminder report

|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 12 June 2019  |
| Previous inspection date | 13 March 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Good | <b>2</b><br>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 friendly and approachable. Children thrive in her company and actively involve her in their play.
- The provision is well resourced both indoors and outdoors. Children explore the environment with ease, making the most of the available play opportunities.
- The childminder has developed good relationships with other settings that children attend. She frequently discusses children's progress with key staff. They work together to meet the needs of children.
- The childminder makes accurate use of observation and assessment. She uses an effective system to track children's learning and development. This helps her to identify gaps in learning swiftly and apply measures to support children's good progress.
- Parents comment on the childminder's 'calm, bubbly and patient personality'. They describe how they are regularly kept up to date with how their children are progressing.
- At times, the childminder does not use opportunities to promote children's independence skills, such as during care routines and at mealtimes.
- The childminder helps children gain a good understanding of beliefs and cultures that are beyond their immediate experience. However, not enough focus is applied to enabling children to become more familiar with the people and places within their local community.

## What the setting needs to do to improve further

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

- provide more opportunities for children to exercise their growing independence, such as during care routines and at mealtimes
- make more effective use of the local community in helping children become familiar with where they live, and in increasing opportunities to meet and socialise with others.

### Inspection activities

- The inspector observed the quality of teaching. She assessed the impact this has on children's learning and development.
- The inspector conducted a tour of the childminder's home.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through reading the written feedback provided.

#### Inspector

Aisling Culshaw

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder demonstrates a secure knowledge of how to keep children safe. She describes signs that might indicate that a child may be at risk of harm, and the appropriate steps to take if a concern arises. The childminder uses the views of children, parents and support from the local authority to review her practice and provision. She keeps abreast of any changes to policy by maintaining close relationships with a network of childminders. The childminder values the benefits of partnership working. For example, she completes robust progress checks for children aged between two and three years. She encourages parents to share these checks with the family health visitor. This helps to gain a holistic overview of children's education and health needs.

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

The childminder works closely with parents to gather details of children's needs and capabilities when they first start. She uses this knowledge to plan play experiences which are age-appropriate and interesting. This helps children to feel motivated, contributing to further play, learning and development. The childminder is a good communicator. She uses clear language to describe play experiences and makes effective use of questioning to encourage children to respond. This helps to support early talking skills. For example, younger children are encouraged to imitate the noises of the small-world animals. Older children extend their understanding further by discussing the names of the animals and their young.

### Personal development, behaviour and welfare are good

Children are content and busy at play. They are provided with clear and consistent boundaries which help them to make good choices and minimise challenging behaviour. The childminder is an engaging play partner. She makes good use of praise and encouragement. The childminder models positive interactions with the children which help them to feel valued and respected. Children mirror this positive behaviour with each other. For example, they consistently use manners and engage in turn taking and sharing. A variety of resources are used to support children's learning of cultures and beliefs that are different from their own. Children enjoy a healthy diet and have continuous access to fresh drinking water.

### Outcomes for children are good

Children are making good progress from their starting points. Children use the well-planned environment to explore, question and experiment. They develop their mathematical understanding while using trial and error to fill containers at the sensory tray. Children use terms such as 'big', 'small' and 'heavy' as they play. Books are an integral part of the routine. Children work with the childminder to describe pictures and learn how print carries meaning. Children are well supported for their next stage of learning and eventual move to school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY367962                                                                          |
| <b>Local authority</b>             | Knowsley Metropolitan Borough Council                                             |
| <b>Inspection number</b>           | 10106355                                                                          |
| <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>       | 2 - 5                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 6                                                                                 |
| <b>Date of previous inspection</b> | 13 March 2015                                                                     |

The childminder registered in 2008. She lives in the Huyton area of Liverpool. The childminder holds a qualification at level 3, and operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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