

Childminder Report

Inspection date

5 May 2015

Previous inspection date

9 July 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder is an effective teacher. For example, she skilfully introduces mathematical concepts, such as size and number into children's play. She talks about big, little and small, and counts out loud as children make shapes in dough or play with blocks. Children make good progress, as a result.
- Children are settled and happy because the childminder knows their likes and dislikes. Also, the childminder provides activities and resources she knows they will enjoy. As a result, children are motivated to learn and delight in returning to favourite activities, such as dressing up or hearing the sound of a fire engine in a book with sound effects.
- Children are kept safe because the childminder completes risk assessments for her home and any places children visit. She has a clear understanding of safeguarding procedures should she have concerns for a child's welfare.
- Parents are kept informed about their children's progress when they take home their learning records, look through the childminder's photograph albums and talk about what children have been doing when they are collected. Parents comment that their children are happy and are making good progress in the childminder's care.
- Children are learning to share and cooperate because the childminder positively reinforces turn taking. They are becoming independent because of the childminder's encouragement to keep trying. For example, children put on their own shoes and go to the toilet by themselves. These skills help children become ready to start school.

It is not yet outstanding because:

- The outdoor area offers fewer opportunities for children to investigate or solve problems because it is not as well resourced as the indoor environment.
- The childminder does not always encourage parents to contribute to regular assessments of their children's progress.

What the setting needs to do to improve further

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

- involve parents in the assessments of children's progress in order to gather a more detailed and robust overview of what children can do
- extend the range of resources and activities provided outdoors to further develop children's independent investigation and problem-solving skills.

Inspection activities

- The inspector spoke to the childminder and children as appropriate during observations and checked organisational documents, such as training and first-aid certificate, risk assessments and the safeguarding policy.
- The inspector discussed the progress children have made with the childminder to assess her knowledge of children's learning and development.
- The inspector viewed the areas of the premises used for childminding and checked the evidence of suitability of other adults living in the home.
- The inspector examined children's enrolment records, learning files and checked documents, such as registers and forms to record medication administered.

Inspector

Valerie Aspinall

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder frequently observes children, noting their achievements in their learning file. Her early years qualification and previous work in childcare underpins her good knowledge of the Early Years Foundation Stage and child development. This enables the childminder to plan for children's progress and complete monthly, with each child's next steps clearly identified alongside any adult-led activities. Children's understanding of the world is very well promoted. For example, children closely observe caterpillars as they form a cocoon and watch tadpoles develop into frogs. They learn about their wider community when they meet the lollipop man on the school run and visit local parks, farms and a toy library on a regular basis. Consequently, children are confident and quickly adapt when visitors are present. The childminder uses demonstration well to teach children. For example, she shows children how to wiggle the cutter when they play with dough, so they can release the shape. The childminder encourages children's speech development by singing action songs to complement their game of pretending storage baskets are boats. As a result, children are learning in a natural, fun way.

The contribution of the early years provision to the well-being of children is good

Children enjoy the company of the childminder. Flexible settling-in sessions ensure that children form a strong bond with the childminder and feel comfortable in her home. Many of the varied resources are easily accessible, allowing children to make independent choices in their play. The childminder makes sure favourite activities are always available, such as a tray with coloured rice, which children enjoy scooping up and pouring out, using various spoons and containers. However, outdoors is not as well resourced as indoors, which limits children's opportunities to investigate or attempt to solve problems independently. Children are learning to adopt healthy lifestyles. They play outside in the fresh air every day and are encouraged to cover their mouth when they cough. They eat well-balanced, nutritious meals. Activities, such as strawberry picking, also encourage children to eat fresh, seasonal fruit.

The effectiveness of the leadership and management of the early years provision is good

The childminder reflects on her practice using comments from parent questionnaires and children's opinions to contribute to her thorough self-evaluation. She has identified the need to develop her outdoor space further and has begun to gather ideas to improve it. In addition, the childminder shares ideas with another childminder and uses the internet as a source of information to continually improve her practice. The childminder has a clear understanding of how to work in partnership with outside agencies and other settings in order to provide children with targeted, coordinated learning. However, parents are not asked to contribute to an assessment of their children's progress on a regular basis. This means that the assessment the childminder makes of children's learning is not as detailed an overview, as possible. The childminder's policies and procedures effectively underpin her practice and contribute to the safe, happy and stimulating environment she provides.

Setting details

Unique reference number	EY388196
Local authority	Wirral
Inspection number	859089
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	9 July 2009
Telephone number	

The childminder was registered in 2009 and lives in Birkenhead. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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