

Childminder Report

Inspection date

4 June 2015

Previous inspection date

28 January 2010

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		Outstanding	1
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 provides children with an extremely friendly, welcoming and stimulating environment. As a result, children show high levels of confidence, motivation and independence because they are challenged appropriately throughout their learning.
- Children have developed exceptionally strong relationships with the childminder, which means they are very happy, settled and secure in their surroundings. The childminder is very caring and responsive to children's individual needs. This successfully promotes their emotional well-being.
- Teaching is good because the well qualified and experienced childminder knows how children learn. She provides children with stimulating and enjoyable experiences, which ignite their interests and motivates them to learn. Therefore, children's individual learning and development needs are very well met and they make good progress.
- The childminder has a secure knowledge of safeguarding. She uses effective risk assessments to minimise hazards in her home and on outings, to maintain a safe environment for children. The childminder attends regular training to update her knowledge and understanding. Consequently, she knows what to do if she has any safeguarding concerns, which means children's welfare is fully protected.
- Partnerships with parents and other professionals are well established. The childminder ensures that a two-way flow of information is shared. As a result, continuity in children's care and learning is well promoted.

It is not yet outstanding because:

- The childminder does not always exploit opportunities for children to further develop their problem-solving skills.

What the setting needs to do to improve further

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

- enhance opportunities to support children's ability to think for themselves by encouraging them to reach their own conclusions and solve problems.

Inspection activities

- The inspector viewed the areas where childminding takes place, including the toys, equipment and resources children use, and the activities provided to support their learning.
- The inspector looked at records of children's progress and sampled a range of documentation, including policies and procedures, and the suitability of other adults in the household.
- The inspector spoke with the childminder, at appropriate times throughout the inspection about her practice and the systems used for observation, assessment and planning.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents by reading comments and feedback provided on the day.
- The inspector looked at the childminder's self-evaluation document and her plans for improvement.

Inspector

Karen Cox

Inspection findings

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

The childminder offers a well-balanced programme of adult-led and child-initiated activities. She incorporates children's next steps for learning with planned activities and consistently follows these through, adapting her teaching methods to suit the different ages of children attending. Furthermore, the childminder completes precise ongoing assessments to support children's good progress and continued development. The childminder effectively develops children's communication and language skills. She asks simple open-ended questions and provides a running commentary in play, engaging children in constant discussion and modelling correct language. However, opportunities for children to reach their own conclusions and solve problems are not always taken full advantage of. This is because the childminder is sometimes too quick to help and solve problems for them, rather than allowing them time to test out their own theories and ideas. Children listen enthusiastically to a story about a caterpillar and the childminder utilises props to reinforce their understanding. She encourages children to take turns and listen, which supports them to acquire the learning they need in readiness for school.

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

Children have access to an excellent range of resources that are extremely safe, clean and age appropriate. They play cooperatively together because the childminder uses a consistent and calm approach to effectively manage their behaviour. This means that children fully understand the boundaries and expectations of the setting, as a result, their behaviour is exemplary. The childminder offers constant high-quality reassurance, support and praise throughout children's activities and daily routines. Children gain an excellent understanding of the importance of eating healthy food and how to keep themselves safe and healthy. For example, older children support those younger to count from one to 10 as they wash their hands, to ensure that they have removed all the germs. Children have excellent opportunities to play outside everyday, as a result, their physical well-being is very well promoted. They engage in many physical activities and learn to care for living things. For example, children enjoy looking after a spider that they found in the garden and help the childminder to look after the family pet dog. This enables them to learn about being responsible.

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

The childminder shows a strong commitment to her professional development. She attends a number of relevant training courses, which means she has a thorough understanding of the requirements of the Early Years Foundation Stage. The childminder has a range of policies and procedures in place to support her practice, which includes the safe use of mobile telephones and cameras. Parents are highly involved in their children's learning and are very complimentary about the service provided. The childminder has addressed the recommendations made at her last inspection and uses self-evaluation effectively to prioritise improvements.

Setting details

Unique reference number	EY395282
Local authority	St. Helens
Inspection number	859690
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	28 January 2010
Telephone number	

The childminder was registered in 2009 and lives in Haydock. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She has a National Vocational Qualification Level 4 award in childcare, learning and development. She provides funded early education for three- and four-year-old children.

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