

Childminder report

Inspection date	13 June 2019
Previous inspection date	24 June 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 observes children as they play. She uses the information gathered effectively to help her to make regular assessments of their learning. She plans appropriate activities to support children to build on their existing skills. The childminder knows children well and talks knowledgeably about how she is supporting them to make good progress.
- Parents' written comments about the childminder are extremely complimentary. They state that her consistent routine helps children to settle quickly and feel secure. They describe her pastoral care as exemplary and comment that children thrive in her care.
- Key persons at other early years provisions that children attend comment positively about the childminder. They state that the childminder is keen to know what children have been doing and regularly shares information about children's development. This supports a shared approach to learning.
- The childminder helps children to develop their language skills well. For instance, she models taking turns in conversations as she playfully mirrors younger children's early babbling. As older children enjoy looking at photographs in their learning journals, she encourages them to talk about the activities recorded.
- The childminder is a positive role model. As a result, children are well behaved and kind to their friends. For example, older children negotiate the use of toys.
- On occasions, the childminder overly directs younger children's play. This means that younger children do not maximise opportunities to fully develop their own ideas.
- Parents do not consistently share ongoing information about children's development to support fully a consistent approach to learning.

What the setting needs to do to improve further

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

- provide even more opportunities for parents to share information about children's ongoing learning and development, to fully support consistency
- increase opportunities for younger children to lead their own play and fully develop their own ideas.

Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with the childminder and discussed the impact on children's learning.
- The inspector interacted with children at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of suitability of people living in the household.
- The inspector discussed children's learning and progress with the childminder, including their next steps and children's interests.
- The inspector had a tour of the childminder's home. She looked at the range of resources available for children's use.
- The inspector looked at written testimonies from parents and other professionals. She took these into account.

Inspector
Sue Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder demonstrates a good understanding of how to keep children safe. She confidently describes how to respond if she has concerns children may be at risk of harm. The childminder completes risks assessments of her premises and on outings. This enables children to safely embrace new challenges, such as climbing trees in the local woods. The childminder evaluates her good provision and makes positive changes to enhance it further. For instance, she has set up a mud kitchen in the garden to extend children's learning opportunities outdoors. She accesses further training to continue to build on her good skills and knowledge. For instance, the childminder has increased her understanding of supporting children who have difficulty processing sensory information. Overall, the childminder has a good relationship with parents. She keeps them fully informed about children's learning. She shares ideas to support children's development at home, such as strategies for weaning.

Quality of teaching, learning and assessment is good

Children have good opportunities to develop their early literacy skills. For example, as younger children enjoy sharing books, the childminder encourages them to turn the pages. Older children begin to read some familiar words, such as labels on storage boxes. The childminder promotes children's understanding of early mathematical concepts well. For instance, as children enjoy building with blocks, she discusses the wall getting bigger as they add more blocks. Children have frequent opportunities to develop their coordination. For example, as younger children excitedly engage in water play, they practise filling and emptying cups.

Personal development, behaviour and welfare are good

Children demonstrate they have a secure relationship with the childminder. For example, they are comfortable to approach her for reassurance. They develop a good understanding of the importance of good hygiene procedures. For instance, older children discuss washing their hands to remove germs. Children have good opportunities to engage with the natural world around them. For instance, they watch birds in the childminder's garden and enjoy trips to local beaches. The childminder plans activities to raise children's awareness of other people and communities beyond their own. For example, they visit museums and enjoy tasting food from other countries. Children show good levels of independence. For example, younger children feed themselves and older children take responsibility for keeping the room tidy.

Outcomes for children are good

Children develop the skills they need for their next stage of learning. They are inquisitive, motivated learners. For example, younger children begin to solve problems as they try to fit shapes into corresponding holes. They show delight as the toy lights up when they are successful. Children explore simple science, such as floating and sinking. They squeal excitedly as heavy stones splash in the water. Children happily interact with visitors and invite them to join in with their play.

Setting details

Unique reference number	EY399900
Local authority	Wirral
Inspection number	10074330
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	24 June 2016

The childminder registered in 2009 and lives in Greasby, Wirral. She operates Monday to Friday from 8am to 5.30pm, term time only. The childminder has a relevant childcare qualification at level 3. She offers early education funded places for two-, three- and four-year-old children.

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