

Childminder Report

Inspection date

18 January 2018

Previous inspection date

9 December 2013

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

- The childminder evaluates the quality of service she provides well. She considers the views of parents and children when planning future changes to her provision.
- The childminder monitors children's achievements closely to plan for what they need to learn next. This helps her to identify any weaker areas in children's learning. The childminder knows how to seek help from other relevant professionals, if necessary, to ensure that all children make good progress.
- Children have access to a wide range of age-appropriate toys and resources, which they can select independently. This helps to give them freedom to make choices about their own play.
- Children are happy and secure. They have strong emotional attachments with the childminder. For example, they happily snuggle into her as they look at books together.
- Partnerships with parents are strong. The childminder works closely with them to share information that supports continuous care and learning for children.

It is not yet outstanding because:

- Occasionally, the childminder is too quick to offer her help with simple problems that children could try to solve for themselves.
- The childminder does not consistently promote children's positive understanding of people's similarities and differences.

What the setting needs to do to improve further

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

- make the most of opportunities to extend children's critical-thinking skills
- strengthen opportunities for children to explore, understand and respect diversity, as they play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- 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 took account of the views of parents through written feedback provided.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management is good

The childminder undertakes training and research, to help refresh and develop her knowledge and skills. She ensures that she is aware of changes to the requirements by researching information and discussing practice with other practitioners. The arrangements for safeguarding are effective. The childminder can identify issues that would give her cause for concern about a child's welfare. She knows how to refer any concerns to the relevant authorities, to help ensure that she protects children from harm. The childminder checks her home daily, and takes appropriate steps to minimise any risks to children. She has regular discussions with staff at the school that older children attend. This helps her to plan activities that complement their learning.

Quality of teaching, learning and assessment is good

The childminder makes good use of her knowledge of the children, to provide activities and resources that help them to move forward in their learning. She supports children's developing communication, social and physical skills well. The childminder talks to children about what she sees them doing, and introduces new words as they play. For example, the childminder introduces the word 'sprinkle', to describe how children are using flour during their play with dough. Children delight in sharing stories and books. They eagerly turn the pages and point to the pictures as the childminder reads. This helps to develop their early reading skills. The childminder develops children's mathematical skills effectively. She encourages children to count as they play. For example, children point carefully as they count the blocks they use when building towers.

Personal development, behaviour and welfare are good

The nurturing childminder treats children with kindness and respect. She is a good role model who supports children to manage their behaviour well. Good behaviours are encouraged, such as taking turns, sharing and thinking about the needs of others. The childminder keeps herself up to date with children's care needs, through regular discussions with parents and carers. Children learn good hygiene practices. For example, they wash their hands before they enjoy a healthy variety of meals and snacks provided by the childminder. Children have regular opportunities to enjoy physical play outdoors in the childminder's garden, and during trips to local activity groups and the park.

Outcomes for children are good

Children engage well with the activities provided, and maintain good levels of concentration during play. They are curious and active learners who play well together. Children develop mathematical and literacy skills appropriate to their age and stage of development. Children make good progress from the time they start. They have many opportunities to practise a wide range of skills, so that they become confident, independent and ready for their next stage of learning.

Setting details

Unique reference number	EY407205
Local authority	St. Helens
Inspection number	1065497
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	9 December 2013
Telephone number	

The childminder registered in 2010. She operates all year round, from 7am to 8pm, Monday to Friday, with the exception of public holidays and family holidays.

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