

Childminder Report

Inspection date

31 July 2017

Previous inspection date

2 May 2014

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 is skilled at observing children's play and knowing when to add resources to extend their learning or encourage cooperation.
- Children are supported to develop independence. They pour their own drinks and are helped to fasten their own aprons and peel their fruit at snack time. They help tidy up and know where items belong.
- Partnerships with parents and other agencies are good. The childminder provides useful information about children's development. She signposts parents to sources of information and support.
- Children have warm, playful relationships with the childminder. They seek her out for reassurance and laugh and giggle as they chase bubbles with her or score goals against her.
- The childminder has comprehensive risk assessments in place for a variety of activities. She strikes a good balance between providing children with acceptable levels of challenge and risk and prioritising their safety.

It is not yet outstanding because:

- During craft activities, the childminder does not always give children enough time and space to fully explore their own creative ideas.
- While the childminder keeps her knowledge of statutory requirements up to date through training, she does not have a plan to continually enhance her professional development.

What the setting needs to do to improve further

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

- give children more time and space to develop and express their own creative ideas during craft activities
- enhance practice further through a well-considered programme of professional development.

Inspection activities

- The inspector had a tour of the premises, she observed the quality of teaching during activities indoors and assessed children's learning.
- The inspector talked to children at appropriate times during the inspection.
- The inspector held a number of discussions with the childminder, including how she evaluates her practice. She looked at relevant documentation and evidence of the suitability of people living in the household.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management is good

The experienced childminder is fully aware of her role and responsibilities. Safeguarding is effective. The childminder has a clear understanding of child protection procedures. She can recognise and refer any concerns for children's safety and welfare. She keeps her knowledge up to date through training and information from the local authority. She ensures she keeps her assistant fully informed of things he needs to know. The childminder regularly monitors children's development and makes comprehensive assessments when they are two years old. She works closely with parents to gather their views and to support children to make continued good progress at home. She meets with other childminders to exchange ideas for improvement. She is a member of various early years organisations which offer advice and support.

Quality of teaching, learning and assessment is good

The childminder plans a range of activities throughout the year which helps children to learn about the world around them. She skilfully uses spontaneous events to help children think about people whose experiences are different from their own. Children have lots of fun as they learn. They enjoy transporting water from one place to another or filling and emptying containers of sand. The childminder models new vocabulary and narrates children's play. She encourages children to listen to sounds in the environment. Children hear the childminder count as they scoop sand into a bucket or when they get ready to roll a ball down the slide. Children make good progress in speaking and mathematics.

Personal development, behaviour and welfare are good

Young children try hard to master self-care skills. They are encouraged to wipe their own face and wash their hands after painting and before eating. The childminder gives just enough help to support children to complete tasks themselves and so feel a sense of pride in their achievement. For example, she opens the corner of a yoghurt pot and encourages children to remove the lid themselves. Children negotiate tunnels, slides of different heights and learn to climb safely. They kick balls and knock down skittles, helping to develop their coordination. Children are encouraged to taste new fruits and drink plenty of water. The childminder ensures that she provides resources that meet the needs of all children. She reminds children to share and take turns as they play. Children understand this, play cooperatively and behave well.

Outcomes for children are good

Young children develop the skills they will need when they start school. They develop confidence in choosing and replacing resources and in making their needs known. Children are lively, full of fun and keen to explore. They are learning to consider the needs of others and are beginning to speak in longer sentences. Their progress is good across all areas of learning.

Setting details

Unique reference number	EY407987
Local authority	Liverpool
Inspection number	1087344
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	5
Number of children on roll	6
Name of registered person	
Date of previous inspection	2 May 2014
Telephone number	

The childminder registered in 2010. She operates her provision all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder's husband acts as her assistant on a very occasional basis.

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