

Childminder report

Inspection date	21 March 2019
Previous inspection date	31 March 2015

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 provides children with a welcoming, home-from-home learning environment. Children have access to a wide variety of resources indoors and outdoors.
- The childminder plans activities based on the interests and views of the children. For example, children explore activities with dinosaurs, hiding them in coloured rice.
- The childminder has a calm and nurturing approach with the children. She helps children to feel safe and emotionally secure. Children settle well and demonstrate they are confident and happy.
- The childminder has strong relationships with parents. They work together to ensure continuity for the children, at home and at the setting. Parents speak very highly of the childminder. They say the childminder is supportive and understanding.
- The childminder has effective methods in place to support children with transitions to school. She works closely with school teachers to ensure children are emotionally prepared.
- The childminder does not always fully challenge children to help them make the best possible progress.
- The childminder does not allow enough time for children to think about answers to questions. She does not fully support children to develop their thinking and 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:

- ensure all children are fully challenged within their learning, to help them to make the best possible progress
- make better use of opportunities to develop children's thinking skills.

Inspection activities

- The inspector carried out a joint observation with the childminder.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector read written statements from parents and took their views into account.
- The inspector sampled a range of documentation, including policies, evidence of suitability checks and children's records.

Inspector

Leanne McDowell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to recognise possible signs of abuse. She proactively monitors children's welfare and knows the procedures to follow to report concerns. Furthermore, the childminder confidently carries out regular risk assessments to ensure the environment is safe for children. The childminder is effective in evaluating her practice to improve her provision. She continually engages in professional development and works in partnership with other childminders to share ideas. For example, she recently completed training to strengthen her knowledge of meeting children's individual needs. The childminder carries out regular observations and assessments of children's development. She uses this information to plan for their next steps in learning.

Quality of teaching, learning and assessment is good

The childminder provides opportunities for children to develop their mathematical skills. For example, she hides numbers in a tray of coloured rice. Children find the numbers and count out the scoops of rice to match the number they have found. Younger children enjoy empty and filling containers, developing their physical skills. Children enjoy local trips out with the childminder to explore the environment. The childminder teaches children about cultures. They experience visits to the local church at Christmas and learn about festivals, such as Diwali. The childminder is expressive in her teaching methods and recognises children's achievements. Children learn about technology. For example, they ask an electronic device to play songs and sing along, copying actions from the childminder.

Personal development, behaviour and welfare are good

The childminder has high expectations for good behaviour. She uses distraction techniques effectively to redirect challenging behaviour from younger children. Children listen to the childminder and follow her instructions well. They confidently select and use resources throughout the setting. Children learn to be independent in self-care. For example, children pour their own drinks during snack time. When they finish their snack, children put their plates and cups into the sink and make sure their chairs are pushed under the table. The childminder promotes healthy lifestyles. She provides a balanced diet for the children and they discuss different types of healthy fruit and vegetables.

Outcomes for children are good

Children make good progress for their age and stage of development. They develop their early writing skills by making marks on the chalk board. Children extend their imaginative and social skills. They play chase games outside. Children enjoy using their imagination to create their own games. Children enjoy listening to stories with the childminder.

Setting details

Unique reference number	EY409286
Local authority	Liverpool
Inspection number	10071017
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	31 March 2015

The childminder was registered in 2010 and lives in Liverpool. The provision operates all year round, from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder has a relevant qualification at level 3.

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