

Childminder Report

Inspection date

23 May 2018

Previous inspection date

22 September 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 interacts with children well. She asks skilful questions and gives children time to think and respond with an answer. The childminder offers new words to help to extend their vocabulary. This helps to build on children's early language and communication skills effectively. Children make good progress.
- The childminder develops good partnerships with parents and shares regular information with them. Parents comment very positively. For example, they state that the childminder provides an amazing, caring and home-from-home atmosphere and that their child comes home every night with a diary of their day, after a day having fun.
- Children learn about their wider communities. The childminder takes them out daily. For instance, children enjoy trips to the park, soft-play centres and toddler groups. This helps to build on their early social skills effectively.
- The childminder has effective self-evaluation systems in place to identify and address areas for further development. She values the views of parents and children and uses their feedback when considering any changes.

It is not yet outstanding because:

- The system to assess and track children's development is not sharply focused enough to help to support children to make outstanding levels of progress.
- The childminder does not utilise enough opportunities during children's play to extend and build on their early mathematical skills, so that they learn more about shapes.

What the setting needs to do to improve further

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

- refine the system for assessment and tracking of children's development so that they are supported to make even higher levels of progress
- provide even more opportunities and activities to extend children's understanding and enjoyment of early mathematics, so that they learn more about shapes.

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's suitability and training certificates.
- The inspector took account of the views of parents from written feedback they had provided.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is fully aware of her responsibilities for the welfare of children. She knows the procedures to follow should she have concerns about a child in her care. The childminder completes daily risk assessments to ensure that children can learn and play in safety. She accesses regular training to help to enhance her skills. For example, the childminder uses information gained from recent training in letters and sounds to help her to build on children's early speaking skills. She encourages children to listen and hear differences in voice sounds. This helps to prepare them for future learning, such as with their language and literacy effectively.

Quality of teaching, learning and assessment is good

The well-qualified childminder provides children with a broad range of appealing experiences and focuses on their individual interests. For instance, she reads favourite stories to children and encourages them to join in. Children listen carefully, point to pictures and name objects on the pages. This helps to promote children's early reading skills effectively. The childminder extends their learning further. For instance, she encourages children to make healthy kebabs, using fruit mentioned in the book. Children use their good hand-to-eye coordination skills as they thread pieces of fruit onto sticks. The childminder supervises children well. She reminds them to handle the sticks with care. This supports children's growing understanding of keeping themselves safe.

Personal development, behaviour and welfare are good

The childminder is a very good role model for children. Younger children respond well to gentle reminders to share and take turns. They behave well and use good manners. The childminder praises children frequently. This helps to support their self-esteem effectively. Children develop healthy lifestyles. For example, they have daily opportunities to be active and play outdoors in the fresh air. Children enjoy exploring changes during activities outside, such as when they combine sand with water and mix it together. They discover that wet sand can be modelled and manipulated, building on their sensory and creative skills. Children use their good imaginations and make 'cakes' that they pretend to eat. They are keen to involve the childminder in their pretend play.

Outcomes for children are good

All children are working well within expected levels of development for their age. They form strong attachments to the childminder and their peers. Children explore freely from the wide range of good-quality toys and resources available. They demonstrate high levels of independence and self-care skills, such as putting on their shoes and sun hats ready for outdoor play. Children are interested in what is provided and show good levels of motivation. Younger children shake musical instruments with enthusiasm and move their bodies in time to songs playing in the background. They express themselves through physical action and sound with confidence. Children develop the skills they need in preparation for future learning and the eventual move to school.

Setting details

Unique reference number	EY428093
Local authority	St. Helens
Inspection number	1105293
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	22 September 2014
Telephone number	

The childminder registered in 2011 and lives in Newton-Le-Willows, Merseyside. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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