

Childminder report

Inspection date

1 April 2019

Previous inspection date

17 September 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 evaluates the quality of her setting well. She knows her strengths and has identified appropriate targets for improvement. The childminder regularly asks parents for feedback to support her evaluation. She encourages children to participate in decision-making processes.
- The childminder promotes children's communication skills well. Children engage in conversations with the childminder. She describes what they are doing and asks good-quality questions, providing children with time to consider their answers. Children confidently communicate with the childminder and visitors.
- The childminder makes effective use of opportunities to help children understand about healthy lifestyles. Young children wipe their own noses and dispose of tissues. They talk about buying fruit, vegetables and 'treats' at the role-play shop.
- The childminder fosters children's early reading and writing skills well. She encourages them to make marks for a purpose and talk about their 'writing'. Children enjoy using reference books to show which birds they see in their garden.
- The childminder monitors children's achievements in partnership with their parents. However, she does not use assessment information as effectively as possible to plan activities to promote children's next steps in learning.
- The childminder has engaged in some professional development, for example, to update her knowledge of safeguarding. She has not used professional development to further enhance her teaching skills and promote the best possible outcomes for children.

What the setting needs to do to improve further

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

- make better use of assessment information to plan more precisely for children's next steps in learning
- devise and implement a targeted professional development plan to enhance teaching skills and outcomes for children.

Inspection activities

- The inspector had a tour of the areas of the premises used for childminding purposes.
- The inspector viewed written feedback from parents.
- The inspector spoke with the childminder and children at appropriate times. She observed activities indoors and assessed the impact of teaching on children's learning.
- The inspector conducted a joint evaluation of an activity with the childminder.
- The inspector sampled relevant documentation.

Inspector

Lauren Parsons

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands how to identify a range of child protection issues and concerns. She knows the correct local procedures to report concerns relating to children's welfare or the conduct of an adult. The childminder maintains a clean, safe home where all children are welcomed. She ensures that children are taught how to move around her home and use equipment safely. For example, she teaches children to be careful when learning to use scissors or climbing up the stairs. Parents are very complimentary about the childminder. They feel she keeps them very involved and informed about their children's achievements and development. Parents also comment on the positive impact the childminder's calm and caring manner has on their children's self-confidence.

Quality of teaching, learning and assessment is good

Children enjoy playing with the childminder. She makes good use of opportunities to engage children in conversation and support their understanding of technology. For example, children play imaginatively using a digital cash register and telephone. The childminder helps them to identify which buttons turn the cash register on and off. Children enjoy sharing books with the childminder. They listen to stories and she encourages them to recall what happens next. Children carefully turn the pages of books as they search for familiar illustrations. The childminder talks to children about the wider world and significant events. She helps them to understand change over time. For example, she helps children to remember what helps seeds to grow. Children try to guess what different kinds of flowers are called. They correctly identify the colour of different flowers, noticing that daffodils and sunflowers are both yellow.

Personal development, behaviour and welfare are good

The childminder makes her expectations clear and children behave well. Children have good relationships with the childminder and follow her instructions. They have a positive sense of self and belonging. The childminder respects children's ideas and suggestions. She takes them out into the community and to local playgroups. The childminder creates lots of opportunities for children to develop their social skills and learn about diversity. Children have many opportunities to be independent. They help to select and prepare their own snacks. The childminder consistently praises children effectively. They help to tidy away resources after using them and understand that this creates more space and reduces tripping hazards.

Outcomes for children are good

Children make good progress from their starting points. They are well prepared for the next stages of their learning and the eventual move to school. Children use mathematical language in their play. For example, they talk about the size of different coins and ask the childminder to pay for items from their 'shop'. Children manage their self-care routines well. They communicate their preferences clearly and seek the childminder out for support. Children have positive attitudes towards challenges. For example, they try very hard to squeeze glue out of a tube when making a collage. Children delight in their successes.

Setting details

Unique reference number	EY429303
Local authority	St Helens
Inspection number	10065968
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 September 2015

The childminder registered in 2011 and lives in Prescot, Merseyside. She operates during term time from 7.30am to 5pm, Monday to Friday. The childminder holds an appropriate qualification at level 3.

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