

Childminder report

Inspection date	28 January 2019
Previous inspection date	1 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 is well qualified and demonstrates a strong understanding of how children learn. This is exemplified when children arrive at her provision and rush eagerly towards the exciting and well-resourced playroom.
- The experienced childminder has formed close and long-standing links within the local community. This helps children to learn about and develop positive relationships with other people. This is a particular strength of the provision.
- The childminder communicates a clear vision. She wants the children who attend her provision to do well in their education and future lives. The childminder is ambitious for her own performance. She evaluates her practice and accurately identifies her strengths and some areas for development.
- Partnerships with parents are strong. Parents feel supported by the childminder. They like her child-friendly approach and say that children look forward to attending her provision. Parents praise the childminder's inventiveness. For example, they are impressed with her ideas for activities on wet days.
- Children demonstrate imagination and confidence. For example, they work together to develop rich storylines for their role play.
- Sometimes, the childminder does not use assessments precisely enough to check that children make progress as swiftly as possible.

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 assessments to support children in making the best possible progress, given their starting points and capabilities.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. She discussed a planned activity with the childminder. She assessed the impact that interactions and activities have on children's learning.
- The inspector looked at relevant documentation, including evidence of the childminder's and her assistants' suitability to work with children.
- The inspector took account of the views of parents and carers.

Inspector
Susan King

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder updates her child protection policy in line with changes to requirements. She trains her assistants to understand and implement the provision's safeguarding procedures. The childminder and her assistants know what to do if they are concerned that a child may be at risk of harm. The childminder identifies and minimises hazards to children in her home. She teaches children to follow meaningful rules and this helps them to understand and manage risk themselves. For example, children stay seated at the table until they have swallowed all of the food that is in their mouths. The childminder shares information about children's development effectively when they attend other settings.

Quality of teaching, learning and assessment is good

The childminder plans activities that provide children with interesting things to talk about. For example, children were surprised to see toy animals frozen into a block of blue ice. When the animals began to emerge from the ice, children talked about what they could see. The childminder skilfully helps children to differentiate between dolphins and whales. This helps to extend children's vocabulary and knowledge of the world. Children's physical development is promoted well. For instance, toddlers gain strength and stability because the childminder encourages them to roam freely and investigate things that interest them. The childminder monitors children's progress. She works with parents to complete the progress check for children aged between two and three years.

Personal development, behaviour and welfare are good

Children develop close relationships with the childminder and each other. The childminder's calm and reassuring manner helps children to feel happy and secure in her provision. Children learn to think and solve problems. This is exemplified by how they shared ideas about how to remove the toy animals from the ice. The childminder teaches children to respect each other's thinking. Her guidance helps them to work together. The childminder establishes and implements policies and procedures that help her to promote children's welfare. For instance, she records the details of children's accidents and injuries and shares the information with parents.

Outcomes for children are good

Children make good progress. They acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children know that printed words carry meaning. They listen attentively to stories. Older children recall the sequence of events in familiar stories and talk about the characters. Children count and use numbers as part of activities and routines. They know some of the purposes that numbers can be used for. Children become independent. For instance, they try hard to put on dressing-up clothes by themselves. Children develop good habits in matters of hygiene. They know why they must wash their hands before they eat.

Setting details

Unique reference number	304003
Local authority	Cheshire East
Inspection number	10059324
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	18
Number of children on roll	14
Date of previous inspection	1 June 2015

The childminder registered in 1986 and lives in Rainow. Her provision operates all year round, from 8am to 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3 and qualified teacher status. She works with three part-time assistants.

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