

Inspection date	31 March 2015
Previous inspection date	30 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder identifies what children need to learn next using detailed observations. She plans challenging experiences to close any gaps in their learning, which enables all children to make good progress.
- The childminder is a good role model and promotes positive behaviour. Children learn how to share resources and take turns, through the childminder's sensitive guidance.
- Children are happy and settled in the childminder's care. She provides a safe and welcoming environment, which supports children's emotional well-being and helps them to feel secure.
- The childminder has a secure knowledge and understanding of child protection issues and the procedures to follow should she have a safeguarding concern.
- Effective partnerships with parents and other settings ensure that parents remain fully informed about their children's learning, care routines and development.
- The childminder demonstrates a strong commitment to continuous improvement. All actions and recommendations raised in the previous inspection have been fully met.

It is not yet outstanding because:

- The childminder does not always use different teaching strategies, such as open-ended questions, to encourage children to think critically in order to extend their learning.
- Although the system of self-evaluation is in place, parents are not yet fully involved in the process to further improve the quality of provision.

What the setting needs to do to improve further

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

- optimise opportunities for children to think critically, for example, by using a wider range of teaching strategies, such as asking deeper level, more open-ended questions
- strengthen the self-evaluation process to further identify areas for development by engaging parents in this process.

Inspection activities

- The inspector observed activities and spoke to the childminder and the children.
- The inspector toured the areas of the home used for childminding purposes.
- The inspector looked at evidence of the suitability of the childminder and other adults in the household.
- The inspector looked at children's assessment records and a sample of policies and procedures, including safeguarding and risk assessments.

Inspector

Sharon Hennam-Dale

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder has a good understanding of the learning and development requirements. Information about starting points, along with accurate observations and assessments of children's progress, ensures that the childminder is clear about what to plan next for each child. Children make choices from a wide variety of stimulating and challenging resources. They follow their own interests as they thoroughly enjoy playing with dinosaurs and learn how to operate simple equipment as they take photographs with a digital camera. Language and communication skills develop well because the childminder talks to children, and listens attentively to them enthusiastically talking about their dinosaurs. However, some opportunities to extend children's thinking further are missed because the childminder does not always use effective questioning techniques. The childminder effectively promotes children's independence and supports them in developing their early literacy and numeracy skills. For example, she teaches children to use a pencil as they draw their dinosaurs, cut with scissors and recognise numbers, shapes and letters.

The contribution of the early years provision to the well-being of children is good

Effective and gradual settling-in procedures, including home visits, ensure children settle quickly in the caring and nurturing environment provided by the childminder. The childminder effectively supports children's physical development and good health as they learn self-care and good hygiene routines. Children engage in physical play both in the childminder's garden and at local parks and play centres. The childminder regularly takes children to different activity groups, so they have plenty of opportunities to develop their confidence. This helps them to learn about the world around them, extend their social skills and promote their readiness for the next stage in their learning at school. The childminder effectively teaches children how to be safe. For example, children explain to the inspector that when the smoke alarm goes off 'they must get out of the house' and go to the 'safe place' outside.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a secure knowledge of the welfare and safeguarding requirements. Safeguarding procedures are robust and implemented efficiently. The childminder is aware of her role and responsibility to promote the safety and welfare of children. She ensures her home is safe and secure and completes risk assessments for all visits. The childminder attends network meetings with other childminders. Through these, she can share best practice from training and further enhance her own service. The childminder monitors and tracks children's learning carefully, so that all children make good progress towards the early learning goals. Children with special educational needs and/or disabilities are well supported as regular exchanges of information with other professionals ensures continuity of care and learning. The childminder values parents' contributions about their children's learning, however effective systems are not yet fully in place to ensure that parents' views are sought to help evaluate and continue improving the provision.

Setting details

Unique reference number	306686
Local authority	Stockport
Inspection number	876785
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	30 March 2011
Telephone number	

The childminder registered in 1992 and lives in Hazel Grove, Stockport. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder supports children with special educational needs and/or disabilities.

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