

Childminder report

Inspection date	5 September 2018
Previous inspection date	6 May 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

The provision is good

- The experienced childminder is successful in achieving an impressive two-way flow of information with parents. For example, parents provide the childminder with photographs of children's achievements at home. This helps the childminder to monitor and assess children's learning closely and contributes to children's good progress.
- Children understand the expectations of the setting and the reasons why certain boundaries are in place. The childminder is calm in her interactions and offers a consistent approach to promoting good behaviour. Very young children copy the childminder's positive manners, such as using 'thank you' appropriately.
- The childminder evaluates her provision well. She has a good understanding of her strengths and areas to develop. She gathers the views of parents and children in the process. Parents comment positively about the childminder. For example, one parent states that the childminder provides a nurturing and homely setting.
- The childminder places great emphasis on meeting the emotional needs of children. For instance, prior to children starting she offers a gradual settling-in period and finds out about their care requirements. This helps children to build secure and trusting relationships, grow in confidence and helps them to settle well.

It is not yet outstanding because:

- The childminder does not focus her professional development plans specifically on helping to develop her teaching skills to an outstanding level.
- Occasionally, during adult-led activities, some aspects of teaching are slightly too challenging for children and they are not as enthused or engaged in their learning as they could be.

What the setting needs to do to improve further

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

- focus professional development opportunities on helping to develop a greater knowledge of teaching and drive forward the quality even further
- adapt teaching during adult-led activities and offer children more age-appropriate levels of challenge that further promotes children's motivation and engagement in learning.

Inspection activities

- The inspector observed the quality of interactions between the childminder and children and assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated the teaching with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection. She viewed a range of documents, including children's records and evidence of the suitability of adults living on the premises.
- The inspector viewed written feedback provided by parents prior to the inspection and took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder routinely checks her home for hazards and she plans effectively to reduce risks during outings. Children are aware of how to keep themselves safe. For instance, they explain that they only go into the kitchen with the childminder because the oven is hot. The childminder can identify the possible signs of abuse and neglect. She knows what to do in the event that she has any concerns about a child's safety or welfare. The childminder values the importance of sharing information with other professionals. For example, as children move to school, the childminder provides teachers with information about children's development. This helps to provide consistency in their learning.

Quality of teaching, learning and assessment is good

Children become excited at the idea of making banana cakes. They share, take turns and listen well to instructions. The childminder provides opportunities for children to use equipment and find out how things work. For example, the childminder closely supervises children using an electric whisk. They comment that it is, 'fast and noisy'. The childminder encourages children's independence. For instance, children concentrate intently as they spoon the cake mixture into cake cases. This helps to support children's good physical and coordination skills. The childminder joins children as they play cooperatively with a train track and trains. She makes subtle suggestions to promote children's problem-solving skills further. For example, the childminder challenges children to make a tunnel and encourages them to think about what suitable resources would be. Children decide to use a book. Children engage in discussions with each other and the childminder, making predictions and testing out their ideas. They use appropriate mathematical language to describe position, size and shape. They delight when their train successfully fits under their bridge. This helps to raise their self-esteem.

Personal development, behaviour and welfare are good

The childminder takes children on a range of outings. For example, they visit regular playgroups and local nature walks. This helps to build on children's good social skills. The childminder values her role in teaching children about the diverse society in which they live. For example, children explore a range of cultural celebrations and festivals, through age-appropriate activities. Additionally, they benefit from a range of resources, such as toy wheelchairs and dolls with different skin tones. This helps to raise their awareness of differences and similarities even further. The childminder offers children healthy food choices. Children practise their self-care skills as they enjoy washing their hands. They understand to use their own personal towel to dry them. This helps to promote children's good health and supports their physical well-being successfully.

Outcomes for children are good

Children make good progress and are acquiring the skills needed in readiness for school. For example, children enjoy listening to stories. They handle books carefully and show an awareness that text goes from left to right. Children develop good speaking skills. They use their thinking skills to answer the childminder's questions and learn and use new words quickly.

Setting details

Unique reference number	306810
Local authority	Stockport
Inspection number	10060056
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 May 2015

The childminder registered in 1990 and lives in the Edgeley area of Stockport. She operates all year round from 7.30am until 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3.

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