

Childminder Report

Inspection date

6 May 2015

Previous inspection date

19 February 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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		Outstanding	1
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

- Children make good progress in their learning as they engage in a wide range of experiences. This is encouraged by a skilful childminder, who has a good knowledge of child development across the seven areas of learning.
- Partnerships with parents and other providers are highly valued. This ensures that children's care and learning is well supported.
- Children are extremely happy, sociable and confident, thoroughly enjoying their time in a relaxed and stimulating home. They develop excellent relationships and close emotional attachments with the childminder, and they show high levels of self-esteem and security within the home.
- The childminder's home is highly stimulating to encourage children to make independent choices in their play, and continually extend their own learning. Children's well-being is further promoted through healthy foods, and daily, continuous access to well-planned outdoor activities, such as nature walks and bug hunts.
- The safeguarding and welfare requirements are well understood by the childminder and she has clear policies and procedures to underpin practice. She has a good knowledge of safeguarding and knows what to do if she has a concern about a child in her care. She risk assesses all areas of her home to ensure children's safety is maintained.
- The childminder demonstrates a clear commitment to self-evaluation and the continual improvement of her provision. She regularly reviews her practice to be able to more effectively support children's progress. This has resulted in improved learning experiences for children.

It is not yet outstanding because:

- The childminder does not consistently use challenging questioning during play and activities, to fully extend children's imagination and thinking skills.

What the setting needs to do to improve further

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

- maximise opportunities to enhance children's imagination and thinking skills, by asking them more challenging questions during their chosen activities, so that children fully understand how and why things happen.

Inspection activities

- The inspector checked evidence of the suitability and qualifications of the childminder, and the suitability of other members of her household.
- The inspector took account of the views of parents by reading a number of parent questionnaires.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder, discussing the learning benefits of an activity for the children.
- The inspector viewed all parts of the childminder's home used for childminding.
- The inspector checked the childminder's documentation, including the children's learning records, risk assessments and the childminder's systems for self-evaluation.

Inspector

Janet Weston

Inspection findings

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

The childminder provides a broad range of learning experiences, which are purposefully planned around children's individual needs and interests. As a result, children engage in activities enthusiastically, and are able to play independently for sustained periods of time. For example, the childminder organises a dough making activity based on children's emerging interest in sensory play. Children show great excitement and eagerness as they measure different materials, such as flour and liquid. This successfully introduces capacity and quantity to the children. The childminder constantly talks to the children about what they are doing, and asks questions to further develop their communication and language. However, there are missed opportunities to fully extend children's learning, through developing their understanding about how and why things happen. For example, when making a rainbow with the coloured dough, she does not discuss how or why rainbows are formed. Furthermore, when liquids are added to the flour she does not discuss how or why the consistency of the mixture changes.

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

The childminder provides an exceptionally warm and welcoming homely environment. The childminder promotes meticulous personal hygiene skills at all times. Children are always encouraged to wash their hands and fully understand the importance of good hygiene practices. The childminder has very high aspirations of the children and is an excellent role model of behaviour. As a result, children understand what is expected of them and their behaviour is exemplary. Children receive constant positive praise and encouragement, and are extremely confident and self-assured. Children's physical skills are exceptionally well promoted, as children have regular access to the outdoor environment. The childminder takes children out to places in the community, such as the local playgroup and the park. This provides children with new experiences and opportunities to interact with other children and adults. Children's independence is given high priority during everyday routines. For example, they are supervised well as they are encouraged to cut out their intricate shapes using scissors. Children serve themselves at snack time, and are encouraged to care for their own personal needs.

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

The childminder is very organised. She regularly checks children's progress and plans individual next steps in learning. The childminder has completed a qualification at level 3, which helps her to ensure that all children are making good progress towards the early learning goals. As a result, the skills children learn help them to be ready for school and lay firm foundations for the future. Her good partnerships with parents and other settings children may attend, ensures a consistent approach to children's care and learning. Furthermore, her effective partnerships with other childminders is having a good impact on the learning experiences for children by, for example, sharing ideas and training information. The childminder also ensures her statutory training is kept up to date.

Setting details

Unique reference number	306810
Local authority	Stockport
Inspection number	867691
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	19 February 2009
Telephone number	

The childminder was registered in 1990 and lives in the Edgeley area of Stockport, Cheshire. She operates all year round from 8am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3.

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