

Childminder Report

Inspection date

29 April 2016

Previous inspection date

5 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 has a good understanding of how children learn. She regularly monitors the progress that children are making and plans interesting activities to support their development. All children make good progress from their starting points.
- The childminder is a good role model. She demonstrates good manners and reminds children about being polite. She offers consistently high levels of encouragement to children which help to support their confidence, motivation and self-esteem.
- The childminder builds strong relationships with parents. Parents are complimentary about the childminder, the care and teaching that she provides and they often seek her services with younger siblings.
- The childminder involves parents in establishing where children are in their learning and development when they first start at her setting. She keeps them regularly informed about children's achievements through daily diaries, discussions and progress summaries.
- Children's behaviour is good and fostered through the use of positive praise. They help to tidy up and listen carefully to instructions.

It is not yet outstanding because:

- The childminder does not fully support children's thinking and problem-solving skills.
- The childminder has not yet established a highly focused programme of professional development to drive forward future improvements.

What the setting needs to do to improve further

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

- enhance children's ability to manage simple problems or plan what they are going to do to help them develop ideas or solutions for themselves
- focus more precisely on developing a targeted programme of professional development that improves the already good teaching practice even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector looked at a selection of documentation, including children's information, certificates, policies and procedures and evidence of the suitability checks for all adults living in the household.
- The inspector toured the areas of the premises where childcare is provided.
- The inspector observed children involved in a planned activity and discussed the outcomes of the activity with the childminder.
- The inspector reviewed written comments from parents and took account of their views of the service provided by the childminder.

Inspector

Nicola Eyre

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has completed child protection training and she regularly reviews risks in the environment and during outings. This helps her effectively promote children's well-being. The childminder is committed to promoting a good quality provision for children. She takes parents' views into account when evaluating her provision. She has a good understanding of how to monitor children's progress. This helps her identify any gaps in children's learning and development and inform the planning of purposeful, enjoyable activities. Parents share information about children's activities with her and the childminder provides them with ideas about how they can enrich learning at home. This ongoing communication with parents means that together, they consistently provide learning experiences that promote children's progress.

Quality of teaching, learning and assessment is good

Overall, children are encouraged to develop their imagination well. They enjoy taking 'train journeys' to the 'farm' and pretending to be different animals. The childminder effectively supports children's mathematical awareness. Children begin to use numbers in their play and the childminder effectively reinforces this. She encourages them to count as well as name colours and shapes. She sensitively introduces mathematical language throughout their play. Children have opportunities to develop their small-muscle movements and handling skills well. They enjoy threading breakfast cereal onto straws and threading different sized beads onto string. Children readily talk about what they do at home and the childminder encourages them to share their experiences. This helps support children's communication and language skills. The childminder successfully reshapes activities when children lose interest to support their different ideas and interests.

Personal development, behaviour and welfare are good

Children are happy, confident and settled in the childminder's care. Good settling-in sessions help them form a strong bond with the childminder. Children have a sense of belonging in the childminder's home as their photographs and work are displayed on the walls. The childminder supports children to play alongside others and develop social skills, such as sharing. They attend different play groups and visit local places in the community, such as the library, where they have opportunities to mix with other children. Children are supported to have a good awareness of leading a healthy lifestyle. They eat a well-balanced diet and enjoy daily opportunities to be physical. They enjoy joining in with movement activities, such as dance. They spend time in the garden or go on regular outings, such as to the local parks and soft-play centres.

Outcomes for children are good

Children's progress is good and they are developing skills and confidence in all areas of learning. They are happy and eager to engage in activities and conversations with the childminder and each other. The childminder supports them to develop independence skills well. Children develop the key skills needed in preparation for the next stages in their learning and in readiness for school.

Setting details

Unique reference number	306861
Local authority	Stockport
Inspection number	867698
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	5 March 2012
Telephone number	

The childminder was registered in 1987 and lives in Heald Green, Stockport. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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