

Inspection date	11 March 2015
Previous inspection date	22 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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's teaching is good. Since the last inspection, she has developed her understanding of how to monitor and assess children's development and of what she needs to do next to expand their learning. She engages them in meaningful activities which stem from their interests. She also provides children with lots of stimulation to extend their communication skills and concentration.
- The childminder cultivates a warm and supportive relationship with the children and their parents, which supports children's emotional well-being. Children are settled, happy and grow in confidence in the homely atmosphere. Their needs for rest and refreshment are well catered for and this allows them to be ready to have a go at new learning experiences.
- The childminder is skilled at supporting the development of positive behaviour, children's social skills and their ability to form friendships. This provides children with crucial skills for the move to primary school. It also ensures that the environment is happy and conducive to learning.
- The childminder is committed to providing a good service for parents and children. She accesses training courses and advice. This develops the quality of the environment, her understanding of safeguarding issues and the learning activities she provides for children.

It is not yet outstanding because:

- The exchange of information with parents does not always cover all aspects of learning and development, to further enhance the shared approach in promoting children's achievements in the setting and at home.
- The childminder does not exchange detailed information with other providers about children's abilities, in order to establish a full picture of what children can do in all environments, and to complement the learning that takes place elsewhere.

What the setting needs to do to improve further

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

- expand the information provided to parents about how they can support children's learning at home, to further enhance the provision of children's learning experiences
- strengthen partnership working, to develop an understanding of children's progress in other settings they attend, so that they fully benefit from a shared understanding and common approach to supporting their progress.

Inspection activities

- The inspector observed activities in the main downstairs rooms.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector took account of the childminder's improvement plan.

Inspector

Sarah Rhodes

Inspection findings

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

The childminder assesses children's development and tracks their progress. She uses her observations to plan a range of interesting activities which help expand their understanding. They are making steady progress in line with their age. Children enjoy craft activities which extend their physical and creative skills. Some activities also support their understanding of mathematical language, as they use a range of shapes and colours in their creations. Children's home-made shakers provide opportunities for them to listen attentively to sound patterns and they are delighted with what they have made and achieved. Children's concentration is extended through story times and the childminder's support during activities. They also develop their social skills when they attend group activities. This means they are developing the skills to be attentive learners ready for their transfer to school. They are also developing into confident communicators because the childminder talks with the children and provides a commentary on what they are doing. This introduces new words and reinforces their understanding of ones they already know.

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

The childminder builds strong relationships with the children and their parents. This has a positive effect on children's well-being, their confidence and ability to join in with activities. The childminder provides opportunities for regular exercise in the garden and local parks. This also ensures children develop a good understanding of healthy lifestyles and an appreciation of nature and the world around them. They develop an understanding of the importance of a balanced diet. The play space inside the home promotes children's independence well. The children start to manage their own care needs, for example, by feeding themselves or by independently selecting activities. Children behave well and learn to play with others through activities, which supports them to take turns and share.

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

The childminder has worked hard since her last inspection to ensure she meets the requirements of the Early Years Foundation Stage. She has gained mandatory qualifications and has taken advice, which has had a positive effect on her work and her understanding of issues, such as safeguarding. She also ensures she minimises risks within the home and on trips out. This helps to ensure children are protected from harm. The childminder continues to reflect on her provision and seek the views of parents and children when making plans for improvement. She uses a daily diary to exchange information with parents about children's abilities at home. She provides information about the child's day and the activities undertaken. Less information is provided to parents about how they can help their child achieve their next steps in learning at home. Similarly, some links have now been established with other providers. However, she does not have a two-way flow of information with them about children's next steps, so she is not able to take these into account in her planning for children's future learning.

Setting details

Unique reference number	EY217524
Local authority	Stockport
Inspection number	996315
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	22 October 2014
Telephone number	

The childminder was registered in 2002 and lives in Stockport, Cheshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

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Piccadilly Gate
Store St
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M1 2WD

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