

Childminder Report

Inspection date

13 June 2018

Previous inspection date

11 March 2015

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 is enthusiastic and thoroughly enjoys being with children. She is a good role model for children. She very naturally promotes children's learning at every opportunity and has high expectations of children.
- The childminder skilfully adapts activities to include children of all ages and abilities. She knows and understands children well, tailoring learning to suit their needs and interests.
- Children benefit from valuable activities indoors and outdoors. Children enjoy daily trips out to the shops, library, cafe or train station, for example, where they enjoy meeting other people and learning about communities.
- The childminder provides interesting and demanding experiences to help children to achieve. She follows children's lead enabling them to make choices to shape their day and develop their independence.
- Children are very settled with the childminder. They enjoy a stimulating and welcoming learning environment and are all progressing well towards their next stages of learning.

It is not yet outstanding because:

- The childminder does not gather views from all parents to help to identify improvements in the setting.
- The childminder does not target professional development precisely enough to help to enhance the quality of the practice.
- The childminder has not explored all possible ways to fully engage parents in their children's learning.

What the setting needs to do to improve further

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

- enhance methods of evaluation to help to drive continual improvement
- focus professional development more precisely to help to raise the quality of the setting to the highest level
- strengthen partnerships with parents to fully engage them in children's learning, to further promote outcomes for children.

Inspection activities

- The inspector had a tour of the premises.
- The inspector looked at relevant documentation, including evidence of the suitability of adults living on the premises, policies and procedures, risk assessments and children's records.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children during the inspection and observed interactions.
- The inspector observed and discussed children's learning and development to assess the level of children's progress.

Inspector

Hannah Britton

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a robust understanding of child protection issues. She has policies and procedures to help to keep children safe. The childminder attends a network group where childminders share ideas and update their knowledge. This helps the childminder to evaluate and enhance her practice. For example, she has recently altered the way she tracks children's progress. She works with parents to understand how to best support children who have special educational needs (SEN) and/or disabilities. All children enjoy a good-quality range of resources to support their learning and development needs.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently strong. The childminder understands how children learn and effectively helps children to make good progress in their learning. For example, children concentrate as they attempt a button sorting challenge. They count and compare sizes and shapes, thereby strengthening their early mathematical skills. Children are keen learners. For example, children talk enthusiastically about their gardening project. They are well informed about what plants need in order to grow and talk about how they are looking after them. This supports children's understanding of growth and change. Children communicate clearly and are encouraged to express themselves. For example, during story time, children examine the pictures and offer their thoughts on what might happen next. The childminder supports children's literacy skills. For example, children complete an alphabet jigsaw and consider the letters together and sing the alphabet song. The childminder knows children very well. Her assessments are accurate.

Personal development, behaviour and welfare are good

Children have formed strong attachments with the childminder. They feel safe and are motivated to learn. The childminder has established a familiar daily routine, which meets the needs of all children. She promotes children's health and their physical and emotional well-being in all that she offers. Children develop their independence with frequent challenges to achieve their goals, such as eating with cutlery. The childminder encourages independence with enjoyable rhymes, for example, to help them to remember sequences and boost confidence in their abilities. The childminder encourages the use of good manners and cooperative play. Children are well behaved and happy in the setting.

Outcomes for children are good

Children are working comfortably within the range of development typical for their age, including children who have SEN and/or disabilities. All children are active learners and enjoy playing and exploring. They are socially confident, imaginative and enjoy physical challenges. Children show high levels of interest as the childminder introduces them to new experiences and enables them to develop their own ideas. All children are progressing well towards their learning goals and are gaining the key skills to be ready for school.

Setting details

Unique reference number	EY217524
Local authority	Stockport
Inspection number	1091327
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	11 March 2015
Telephone number	

The childminder registered in 2002 and lives in Stockport. She operates all year round, from 8am to 5.30pm from Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

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