

Childminder Report

Inspection date

23 April 2015

Previous inspection date

9 June 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		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 quality of teaching is good. For example, the childminder uses everyday routines to support children's mathematical development. Children spontaneously use mathematical language in their play and progress well in this area.
- The childminder provides children with a wide range of textures and media that fosters their exploratory impulses. In addition, children are able to choose to play inside or outdoors. This supports their creativity and physical development.
- The childminder fosters children's independence and awareness of keeping themselves safe extremely well. She offers them lots of explanations as to why some practices are safe and why some behaviours are not. In addition, she encourages children to do things for themselves.
- The childminder has a secure knowledge and understanding of the possible indicators of abuse and she knows what to do to protect children. Furthermore, the childminder knows how to respond to any allegations concerning the adults living or working on the premises.
- Partnerships with parents and other professionals are effective. Children who may require additional support in their learning are identified and their needs are met.

It is not yet outstanding because:

- On occasion the childminder does not maximise opportunities to support children's communication and language development. For example, she does not consistently add other words when children name objects.
- The childminder does not always use the resources outdoors to best effect to extend the good learning opportunities even further.

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 language skills even further by consistently adding other words to extend their vocabulary when they name objects
- enhance children's learning outdoors by consistently using all the available resources to their best effect.

Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector spoke with children and held meetings with the childminder at convenient times throughout the inspection.
- The inspector and the childminder discussed the activities and experiences she provides for children.
- The inspector and the childminder discussed children's assessments and individual planning.
- The inspector looked at evidence of suitability of the adults living or working on the premises.
- The inspector took into account the views of parents through comments read at inspection.

Inspector

Karen McWilliam

Inspection findings

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

The childminder plans a wide range of activities that challenge and extend children's learning across all areas. She knows the children really well and successfully plans experiences that meet their individual learning needs and interests. The childminder completes regular observations of children, and rigorously monitors the progress they make. For example, she provides a farm play set for children who have visited a farm. Activities such as these, ignite their interests and promotes a wealth of learning opportunities. As a result, children make good progress and acquire the skills needed for school. The childminder constantly interacts with children and overall, she effectively supports their language and communication skills. However, on occasion, she does not maximise opportunities to add another word in order to help young children to form sentences and use descriptive language. For instance, when children say 'cow' she does not add another word, such as 'brown' or 'big'. The childminder has implemented numerous ways for parents to be involved in their child's learning and development. For example, they can access their child's development records anytime online.

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

The playroom and the outdoor spaces are safe, stimulating and well-resourced. This ensures children are motivated and eager to learn and explore. However, on occasion the childminder does not use resources to best effect to enhance the good learning opportunities. For example, she does not provide water to wet the dry mud in the mud kitchen so that children can make 'pies'. The childminder teaches children healthy practices; they wash their hands when required and grow their own vegetables. Children have formed strong relationships with each other and the childminder. Children are happy and very well settled in her care. The childminder is polite and courteous and an excellent role-model for children. As a result, they behave well and any minor disputes are calmly and positively managed. The childminder ensures children are emotionally prepared for the next stage of their learning by ensuring they have the skills and confidence needed.

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

The childminder aspires to improve and constantly reflects on her practice to ensure she continually improves the service she provides. She has kept up to date with changes to legislation and addressed the recommendations from her previous inspection. Furthermore, she ensures the views of parents are taken into account. The childminder keeps a close check on children's progress and the activities and experiences she provides. Consequently, they cover the seven areas of learning and support children's progress. The childminder is qualified and attends training; this has a positive impact on children's learning and development. The childminder works extremely well with the staff when children attend two or more early years settings. In addition, she understands the importance of liaising with teachers when the time arrives for children to move on to school. This ensures a complementary and consistent approach to their learning.

Setting details

Unique reference number	EY236199
Local authority	Trafford
Inspection number	855823
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	9 June 2009
Telephone number	

The childminder was registered in 2002 and lives in Sale, Cheshire. She has a childcare qualification at level 3. She operates Monday to Friday, from 7.30am until 5.30pm. The childminder operates all year round except for Christmas and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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