

Childminder report

Inspection date	28 November 2018
Previous inspection date	23 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 works closely with parents. She shares regular updates about children's learning, progress and care. This joined-up approach promotes consistency for children and contributes to their strong emotional security.
- The childminder quickly identifies children's key abilities and any areas of learning that require further support. Accurate observations and rigorous tracking help the childminder to have clear knowledge of children's stage of development. Furthermore, she uses this information well to inform her teaching.
- The childminder is nurturing and she places a strong focus on creating a caring and welcoming setting. Children are happy, regularly laugh and thoroughly enjoy their time spent in the childminder's care. Children are emotionally secure.
- Children enjoy a wide range of interesting trips. Outings are carefully linked to children's interests and learning topics. For example, children show an interest in moles. They seek mole hills in local park areas and locate books on moles in the local library. Trips help to extend children's learning and enhance their experiences.
- Children are not always provided with sufficient time to process questions, think and respond before further questions are asked to fully support their critical-thinking skills at the highest level.
- The childminder recognises the value of reflection and she continually evaluates her practice. She is honest when reflecting and has a clear knowledge of her setting's many strengths. However, she does not extend evaluation systems to identify sharply focused priorities in order to help drive improvements at the very highest level.

What the setting needs to do to improve further

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

- extend time for children to process and respond to questions and support their already good critical-thinking skills further
- strengthen self-evaluation and establish a specific plan to develop and drive rapid and continual improvements.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living at the premises.
- The inspector spoke with children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Michelle Jacques

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder clearly understands her responsibilities associated with child protection. She knows how to identify and report concerns if these arise. This helps to protect children from potential harm. The childminder cares for a number of children who attend more than one setting. She establishes good links with nursery teachers and strives to provide complementary learning. She mirrors her teaching to topics delivered elsewhere. This helps to maximise the impact of teaching on outcomes for children. The childminder is ambitious and dedicated. She proactively attends a wide range of additional training courses. Furthermore, the childminder discusses practice and shares ideas with other childminder professionals. This helps to ensure her skills and knowledge continually improve and has a positive impact on outcomes for children.

Quality of teaching, learning and assessment is good

The childminder is a skilful and experienced teacher. She encourages children to follow their interests and extend their ideas during play. Flexible routines contribute to children's enjoyment and enthusiasm in their learning. For example, children spontaneously make footprints in flour they have accidentally dropped on the floor. The childminder supports this re-direction of play and children extend their physical coordination as they carefully make marks with their feet. The childminder provides adequate challenge and stimulation through a range of interesting activities. Children remain curious and enthused in their learning. For example, children are challenged to scoop flour into containers. They develop problem-solving skills and predict how many scoops each container will hold. The childminder skilfully makes the most of everyday routines to promote learning. For example, children concentrate, persevere and build physical coordination as they clean the floor using a small brush. The quality of teaching and programme of learning are good.

Personal development, behaviour and welfare are good

Children are courteous and polite. They regularly use good manners, such as 'please' and 'thank you', when they play and request items. An atmosphere of respect is promoted and children behave very well. Mealtimes are a social experience. Children select food from a wide selection on offer. Children demonstrate a positive attitude to healthy eating and have good appetites. For instance, children ask for more carrots and cucumber as they enjoy the nutritious food provided. Children thrive in their physical health and emotional well-being.

Outcomes for children are good

Children make good progress from their starting points. They independently manage their personal care needs, such as toileting. Children count confidently and begin to understand positional language, such as under and over. They are confident and inquisitive. Children assert their ideas, understand instructions and speak articulately. They are confident communicators. Children acquire key skills in preparation for the next stage in their learning and the eventual move to school.

Setting details

Unique reference number	EY236199
Local authority	Trafford
Inspection number	10071348
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 April 2015

The childminder registered in 2002 and lives in Sale, Cheshire. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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