

Childminder Report

Inspection date

20 April 2016

Previous inspection date

16 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Children are happy and well settled in their surroundings. They form strong attachments with the childminder and her assistant. Children show that they feel safe and secure in her care. The childminder has a very calm and caring approach and knows the children well.
- The childminder has good teaching skills and a good understanding of the early years foundation stage. She enthusiastically engages children in purposeful play which encourages their curiosity. All children make good progress in relation to their starting points. Children have plenty of opportunities to make choices about what they do, and to lead their own learning.
- Good relationships with parents have been established. Parents comment on how happy their children are in the childminder's care. They praise her dedication. The childminder regularly shares information with parents about their child's progress.
- The childminder and her assistant focus on providing children with a challenging environment. They encourage children to have a go, to keep trying and to have pride in their own achievements. Children are creative and they try new activities and develop a positive attitude to learning.

It is not yet outstanding because:

- The programme for professional development is not highly focused on raising the quality of teaching and outcomes for children to the highest level.
- The childminder has not fully established a regular exchange of information about all of the children who attend other settings. This means that the childminder is not always able to build effectively on the learning that takes place elsewhere for every child.

What the setting needs to do to improve further

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

- focus more precisely on a programme for professional development that increases the potential to deliver the highest-quality provision and excellent outcomes for children
- extend links with other settings that some children attend, in order to share information and build upon children's care and learning more effectively.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and the planning documentation. He checked evidence of the suitability and qualifications of the childminder and her assistant. The inspector sampled some of the childminder's policies and procedures.
- The inspector asked the childminder and assistant questions about their practice at appropriate times throughout the inspection. The inspector looked at the childminder's self-evaluation form and discussed her improvement plan.
- The inspector took account of the written feedback from parents.

Inspector

Ron Goldsmith

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have a good understanding of what to do if they have concerns about a child in their care. They work exceptionally well together. Since her last inspection, the childminder has improved how children's next steps in learning are identified and planned for. She makes sure that regulatory training is maintained and provides guidance that helps her assistant understand his responsibilities. Parents are kept well informed about their children's progress and are provided with detailed summaries at regular intervals.

Quality of teaching, learning and assessment is good

The childminder has good teaching skills that are strengthened by her qualifications, experience and awareness of child development, and the way she and her assistant work together. She knows individual children well and motivates them skilfully. The childminder understands children's interests and clearly involves them through the activities they like best. She and her assistant are responsive when children express interest in a particular activity. For example, children are thrilled to practise tying shoelaces on a giant shoe. The childminder is skilled in making links to learning while children play. For example, in a baking activity she provides lots of opportunities for children to talk and begin to use sentences. The childminder asks lots of open-ended questions and patiently allows children opportunities to find things out for themselves as they weigh ingredients and mix butter, flour and sugar. She encourages children's curiosity. The childminder models how to count and she encourages children to join in, using numbers in their play. Babies confidently explore their environment and children help each other.

Personal development, behaviour and welfare are good

The childminder and assistant have calm and caring dispositions and are good role models. The childminder plans a range of opportunities for children to become increasingly independent. Children's good behaviour shows that they feel safe, secure and settled. This strongly supports children's confidence when faced with new challenges, such as during visits to local groups and places of interest. Children, including babies, have time outside every day, enjoying the fresh air and opportunities for physical exercise. They use the swing enthusiastically. Children are developing an understanding of healthy lifestyles and they are very happy to taste new foods, such as olives, when eating snack. Children are very happy and receive lots of praise, motivating them to have a positive attitude to learning.

Outcomes for children are good

Children develop positive attitudes and they are motivated to learn. They concentrate well and remain engaged in activities for a significant period of time. They learn to share and cooperate. Children are making good progress in all areas of their learning and achieve better than typical levels of development for their age. Children develop the skills they require in readiness for the next stage of their learning and for school.

Setting details

Unique reference number	EY250351
Local authority	Cheshire East
Inspection number	1043207
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	19
Name of provider	
Date of previous inspection	16 July 2013
Telephone number	

The childminder was registered in 2001. The childminder works with an assistant. The childminding provision operates Monday to Friday, from 7.30am until 6pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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