

Childminder Report

Inspection date

30 January 2018

Previous inspection date

15 May 2014

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 works well with other settings that children attend. She communicates effectively to consistently support children's learning and development.
- Children develop good mathematical language during activities and experiences. They receive good support from the childminder. For example, she encourages them to count and look at size during play, as they talk about 'big' and 'small' chairs.
- Children are confident, independent and develop good self-care skills. The childminder encourages children to tidy up and wash hands before eating.
- The childminder is calm, caring and positive with the children, and helps them to feel happy and safe. Children enjoy their time with her.
- The childminder encourages children to lead their own play and knows when to offer further challenge to extend their learning. She follows children's own interests well and provides toys to support these. Children make good progress in their learning.

It is not yet outstanding because:

- The childminder does not regularly and precisely track children's progress, to sharpen her planning and raise children's achievements even further.
- Although partnerships with parents are good overall, the childminder does not always support parents effectively, to extend their children's learning at home.

What the setting needs to do to improve further

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

- refine the assessment of children's progress so that it gives a more regular picture of the achievements they make, to sharpen planning further for their next steps in learning
- strengthen opportunities for sharing ideas and activities with parents, to further support and extend their children's learning at home.

Inspection activities

- The inspector observed an adult-led activity and evaluated this with the childminder.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.
- The inspector spoke to children at appropriate times throughout the inspection.

Inspector

Suzanne Marsh

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Children's safety is the childminder's priority. She has a good understanding of how to minimise risks to children. For example, she carries out regular visual checks of her home and teaches children about their personal safety, particularly during walks in the local community. The childminder follows her child protection policies and procedures consistently to protect children from harm. She knows which professionals to contact if she has concerns about children's welfare and is aware of the signs and symptoms of abuse. The childminder evaluates aspects of her teaching well. She identifies areas to develop, and listens and acts on feedback from parents and children in her care.

Quality of teaching, learning and assessment is good

The childminder is skilled in helping children to develop their communication and language skills well. She speaks to them clearly and encourages them to repeat words and sounds. For example, she names the actions using the tools to cut dough and children repeat this, copying her vocabulary well. Children enjoy imaginative play using cars and figures. The childminder asks purposeful questions which encourage children to think about and communicate their ideas. These help to develop their thinking and speaking skills. The childminder promotes children's independence well. She provides opportunities for children to try things for themselves before assisting them, if needed. For example, she encourages children to keep on trying to connect the interlocking small-world toy.

Personal development, behaviour and welfare are good

The childminder promotes children's personal, social and emotional development well. She praises and encourages their efforts. For example, during tidy up, the childminder congratulates children on a clear floor to keep themselves safe. This raises children's self-esteem and encourages their self-confidence. Children develop strong bonds and attachments with the childminder and their peers. They work together and learn to cooperate, as she encourages them to share the dough and work out how best to push the dough through tools. The childminder promotes healthy eating. She provides children with freshly prepared meals, encouraging them to try a range of fruit and vegetables with each meal. This supports children to develop healthy lifestyles.

Outcomes for children are good

Children make good progress in their learning. Children concentrate well as they play and are kind to one another. They listen attentively and understand the childminder's explanations and instructions, such as when they need to tidy up. Children engage in purposeful play and are well prepared for their next stage in learning.

Setting details

Unique reference number	EY308896
Local authority	Cheshire West and Chester
Inspection number	1102014
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	15 May 2014
Telephone number	

The childminder registered in 2005 and lives in the Helsby area of Frodsham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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