

Childminder Report

Inspection date

13 April 2016

Previous inspection date

22 October 2012

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 develop close relationships with the childminder, who is warm and friendly. She creates many opportunities for meaningful interactions that help to reinforce children's sense of belonging. Children clearly enjoy the time they spend with the childminder. This builds their self-confidence and boosts their emotional well-being.
- Children confidently explore the space available to them and make choices about what they play with. Toys are well organised and children quickly become involved in planned activities because they are introduced to them well. This helps children to develop their skills in purposeful and developmentally appropriate play.
- The childminder successfully engages parents in her practice. They are able to actively contribute to initial assessments and regularly check their children's progress. The childminder chats daily with parents about their children's learning. This results in a shared approach to children's care, learning and development.
- The childminder demonstrates a passionate and committed approach to providing a safe and nurturing environment. She knows how to promote healthy lifestyles. The childminder attends training and engages with local professional support networks to improve her knowledge and teaching skills.

It is not yet outstanding because:

- The childminder does not consistently use the next steps she identifies for each child to focus activities as precisely as possible to promote the best possible learning experiences.
- The childminder sometimes overlooks opportunities to promote children's mathematical development during activities and experiences.

What the setting needs to do to improve further

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

- make better use of the next steps identified for individual children's learning and development to increase the potential for children to make rapid progress
- make better use of spontaneously occurring opportunities to help children develop their understanding of how to solve mathematical problems.

Inspection activities

- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector viewed all areas of the home used for childminding and observed activities, speaking to children at appropriate times while they played.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector looked at evidence of self-evaluation and took into account the views of parents spoken to on the day and provided in writing.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults living on the premises.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The childminder implements a good range of policies and procedures to help her run the provision effectively and keep children safe. She keeps parents informed of any changes, following regular reviews. This means that all required information is shared and permissions are gained from parents to promote individual children's health and safety. The arrangements for safeguarding are effective. The childminder clearly understands her responsibilities with regard to child protection. She is familiar with local safeguarding procedures and alert to the signs that indicate concerns with children's welfare. The childminder uses self-evaluation to reflect on her practice and values the opinions of parents and children. She is clear about using identified weaknesses to maintain high standards and improve outcomes for children. The childminder has good, well-established professional relationships with other local settings. She understands her role in working together with other professionals to promote continuity in children's care and learning.

Quality of teaching, learning and assessment is good

The childminder has high expectations for children. She has a good overview of individual children's needs. The childminder makes good use of the information gained from observations of children's learning to track their progress. The childminder is skilled in promoting children's understanding, speaking and listening skills, as she plays and talks with them. Children make up a story as they play with trains. The childminder skilfully provides additional resources to build on children's interests and curiosities. Children follow instructions as they use a measuring scale. They identify written numerals and learn about quantities. Children learn about how things change over time and are keen to investigate further. The childminder describes what is happening and models new language. Children learn words that describe position and space, and measure as they roll out dough. Children keep on trying and begin to work out ways to solve their own problems.

Personal development, behaviour and welfare are good

The childminder is a good role model. Children have interesting and valuable conversations with her. They are polite and their behaviour is good. Children know and respond positively to the daily routine. They learn how to respect the childminder's home rules. Children enjoy attending groups with the childminder. They meet other children, practise their physical skills and learn to share and take turns. The childminder encourages children who are learning to use the toilet by themselves. She sensitively reminds them to follow appropriate handwashing routines. This helps to keep children healthy and develop an understanding of their own care needs.

Outcomes for children are good

Children are well supported to make good progress from their starting points. Their self-confidence and social skills are developing well. Children are learning to concentrate and are motivated to think as the childminder plays alongside them. They take an active role in their learning and are encouraged to keep on trying so that they can work out ways for doing things for themselves. Children gain the necessary skills and knowledge in preparation for the next stage in their learning, including the move on to school.

Setting details

Unique reference number	EY342834
Local authority	Cheshire East
Inspection number	1037016
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 12
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	22 October 2012
Telephone number	

The childminder was registered in 2006 and lives in Crewe. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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