

Inspection date	31 March 2015
Previous inspection date	12 October 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 warmth of the relationship between the childminder and children is a key strength. It ensures children's emotional well-being is well supported and they are enthusiastic learners who are prepared to try new experiences. This is an asset as they prepare to move on to the next stage in learning, such as school.
- The childminder's teaching is good. She regularly observes children's abilities and uses these to inform her teaching and planning of the next steps in children's learning. Children are making good progress especially in their communication and physical skills.
- The childminder ensures children develop good eating habits and understand the importance of a healthy diet and exercise. They grow vegetables, prepare their own snacks and enjoy lots of time playing outside and exercising the dogs each day.
- Children's behaviour is good. They are kind to their friends and the atmosphere is happy and cooperative.
- Children are settled and enjoy the homely environment. Clear routines ensure their needs are met promptly, they understand what is happening next and are ready to make the most of learning opportunities.
- A professional attitude to the childminding provision means that there is a constant drive to improve. The childminder is well organised and exceeds the requirements for paperwork, this supports her in providing a high quality service. She has also undertaken additional qualifications, which ensures she has a good understanding of child development and safeguarding issues.

It is not yet outstanding because:

- The childminder does not always disseminate the specific next steps in children's learning to all parents with information about how they can support learning at home.
- The childminder does not always assess the impact of teaching skills during activities to identify improvements and ensure practice is helped to become exemplary.

What the setting needs to do to improve further

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

- expand the information provided to all parents about how they can support children's learning at home to further enhance the provision of children's learning experiences
- develop further the monitoring of the educational programmes and the quality of teaching, for example, by using regular observations of the co-minder's teaching and referring to the characteristics of effective learning, when giving feedback on teaching practice, to further enhance each other's skills.

Inspection activities

- The inspector observed activities in the main downstairs rooms.
- The inspector spoke with the childminder, her co-minder and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector took account of the views of parents from information included in the childminder's own parent survey, written testimonials and those parents spoken to at the inspection.
- The inspector took account of the childminder's self-evaluation and improvement plan.

Inspector

Sarah Rhodes

Inspection findings

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

Children benefit from a well-organised childminder who carefully tailors activities to their learning needs and interests. Children are making expected progress in all areas of learning. They enjoy lots of trips out, which extend their understanding of the world. Their communication skills are well supported through lots of conversations, which build on their understanding and gives them time to hear and practise new words. They are also developing very good physical skills and competently handle tools when planting seeds or making snacks. Such activities also provide opportunities to follow instructions and look at mathematical concepts, such as shape. Since the last inspection, the childminder has continued to develop her assessment and tracking of children's abilities. These documents are shared with most parents and she gives them suggestions about how they can support their child's learning. However, these tend to focus on the prime areas of learning, for example, ideas around toilet training and food issues, rather than all areas of learning.

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

Children are encouraged to be kind and caring. The childminder helps them to think about the consequences of their actions. For example, how another child would feel if they were pushed. The childminder works with a co-minder but she ensures that parents understand that she is the key person for the children allocated to her care. This ensures parents and children feel secure and happy. The childminder is very good at showing and explaining how things are done, which helps children learn new skills. Children benefit from practising their self-care skills when they help to prepare lunch. They have a very good understanding of hygiene and the need to ensure their hands are clean before they handle food. Children start to understand about safety issues because the childminder provides opportunities for children to learn to manage risks. For example, children negotiate different levels in the garden with appropriate support to consider the risks.

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

Children are safeguarded well. The childminder has a secure understanding of the signs that may cause her concern and the importance of quickly accessing help and advice if necessary. She undertakes risk assessments for the home and outings and is aware of the supervision requirements of younger children, when in the presence of the dogs. The childminder strives to improve. She identifies and implements improvements. For example, clearly recording the progress children are making. She welcomes the input of the local authority development worker as a source of good practice guidance. However, opportunities for the childminder to review her teaching with her co-minder are not fully exploited, to ensure they develop the very best skills in reflecting on their own and others' teaching practice. The childminder builds good partnerships with parents who find her approachable and friendly. She encourages parents to provide feedback and suggestions for improvements. The childminder also exchanges information with other providers who also care for children, to ensure continuity in their learning.

Setting details

Unique reference number	EY346582
Local authority	Stockport
Inspection number	857361
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	12 October 2009
Telephone number	

The childminder was registered in 2006 and lives in Offerton, Stockport, Cheshire. The childminder works with her husband who is also a registered childminder. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has an appropriate level 3 qualification.

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