

Childminder Report

Inspection date

11 June 2015

Previous inspection date

12 March 2010

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 childminder has a good knowledge of the safeguarding and welfare requirements. She uses this well to make sure children are kept safe. She understands the signs and symptoms that would cause her to be concerned about a child and how to respond appropriately to protect them.
- The childminder demonstrates a strong commitment to developing a high-quality provision. Since her last inspection, she has attended training courses to improve her practice and keep up to date with all required training. This has a positive impact on the learning experiences she offers to children.
- The childminder has high expectations of children and is enthusiastic in her approach to their care and learning. She is experienced and has a good understanding of how children learn. The childminder provides interesting, stimulating and challenging activities for children. As a result, children are engaged, motivated to learn and ready to try new things.
- Children develop a strong sense of belonging. They form settled relationships with the childminder and each other. This builds children's self-confidence and prepares them well for the move on to the next stage in their learning.
- The childminder has developed good partnerships with parents and regularly shares information about their child's progress. As a result, parents are able to help support their child's learning at home.

It is not yet outstanding because:

- Children's mathematical skills are not always promoted in every situation, as the childminder is not yet skilled in helping children learn about shape during activities and play.
- The childminder has not yet fully developed effective ways to gain the views of the children she cares for, to help her make further improvements to her service.

What the setting needs to do to improve further

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

- further extend ways to develop children's mathematical skills, by focusing teaching on helping children to recognise, name and compare the shapes they see in play
- develop more effective ways of gaining children's views and ideas about the things that they enjoy and are interested in, and use these to plan further improvements to the learning activities and experiences offered.

Inspection activities

- The inspector observed and discussed practice and children's learning with the childminder.
- The inspector checked evidence of the suitability of the childminder and the adults who live in her home.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector observed the childminder playing and interacting with children.
- The inspector looked at documents, including the childminder's policies and procedures, her systems for self-evaluation and children's development records.

Inspector

Michelle McMaster

Inspection findings

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

The well-qualified childminder skilfully helps children to develop their talking skills. For example, she introduces new words and encourages children to describe what they see, feel and smell when exploring different fruits. Children are developing their mathematical skill as the childminder asks children to count how many pieces of fruit they have. They learn to compare size as they explore objects and use words, such as 'big' and 'small'. However, the childminder sometimes misses opportunities to teach children to recognise different shapes to further expand their mathematical understanding. The childminder regularly observes, and accurately assesses, children's progress. She uses this information to plan activities that are tailored to meet children's individual needs and interests. As a result, children make good progress in their learning and development. The childminder makes the most of her local area by taking children to the local parks, farms and playgroups. This helps to develop their social skills.

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

The childminder gathers a wealth of information before children are left in her care. This ensures she can meet their individual care needs. She regularly talks to parents about children's ongoing needs and makes changes to their care, as required. For example, her menu is reviewed to ensure the food she serves does not contain certain allergens. Children's good health is promoted because the childminder provides a healthy menu. They have lots of outdoor play to develop their physical skills. Children's independence is developing as they carry out small tasks for themselves. Older children manage their own personal hygiene needs well. Children are happy and secure in the childminder's care. The childminder regularly praises children for their efforts, to build their confidence and self-esteem. This helps children to continue with activities they find challenging. Children display good manners and they behave well. The childminder helps children to resolve disputes as they learn to share toys and take turns. This helps children to build positive relationships and prepares them for going to school.

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

The childminder regularly checks on children's development and progress to identify any gaps in their learning. If she has concerns, she shares these with parents and other professionals, as appropriate. She works well with other professionals so that children gain any additional support they need. The childminder regularly reflects on her practice to ensure good quality outcomes for children and their families. Written comments from parents state that they feel she provides a professional service and their children do well. However, she has not yet developed effective ways of gathering children's ideas or views about how to make their experiences even better. The childminder has developed a good range of policies and procedures that underpin her practice. She keeps children safe by carrying out regular risk assessments in her home and on outings, and by ensuring adults living on the premises are suitably checked.

Setting details

Unique reference number	EY348946
Local authority	Cheshire East
Inspection number	863250
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	12 March 2010
Telephone number	

The childminder was registered in 2007 and lives in Alsager, Cheshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. The childminder receives funding for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

