

Childminder report

Inspection date	27 August 2019
Previous inspection date	22 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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 make good progress in their learning and development. The childminder uses children's assessment information well to identify how to help them to achieve their next steps in learning. She makes detailed observations of children and uses these to plan purposeful activities that are relevant to children's interests.
- The childminder is reflective and continually evaluates her practice. She demonstrates her commitment to keeping her early years knowledge and skills up to date. For instance, she regularly attends training and conducts online research.
- The childminder has developed effective partnerships with other settings that children also attend, to exchange information about children's achievements. For example, children are taught about letters and sounds in the same way as the local school. This provides continuity in children's learning.
- The childminder is attentive to children's individual needs. She is kind and caring. Children build strong bonds with the childminder and respond well to her gentle and consistent approach.
- Children behave well. They follow routines and know what is expected from them. They enjoy playing with the childminder, and delight when she offers them praise and encouragement.
- The childminder makes good use of the outside space. Children have access to an engaging garden, which complements their learning. They develop their physical skills as they competently push themselves along on trikes.
- Occasionally, the childminder does not fully support children's language skills due to asking too many questions without giving children time to think and respond.
- At times, the childminder misses opportunities to build on what children already know to extend their learning even further, particularly with regards to mathematics.

What the setting needs to do to improve further

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

- provide children with enough time to think and respond when asking questions, to further extend their thinking and language skills
- use teaching more effectively to build on what children already know and extend their understanding of mathematical concepts.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector looked at relevant records, documents and policies.

Inspector

Adele Banton

Inspection findings

Effectiveness of leadership and management is good

The childminder is committed to her role. She is well organised, and provides a very clean, welcoming and homely environment where children can play safely. Safeguarding is effective. The childminder has a clear understanding of how to recognise if a child's welfare may be at risk and knows how to protect children from harm. She regularly updates her knowledge of safeguarding practice and has completed training to increase her awareness of wider safeguarding issues. The childminder works closely with parents to share information about their children's development. She ensures continuity in care by providing parents with reports about their child's progress and advice about how they can continue to support their children's learning at home.

Quality of teaching, learning and assessment is good

The well-qualified childminder has a secure understanding of child development. She carefully considers the learning opportunities and experiences she provides for children. As a result, children confidently explore and ably lead their own play. For example, children delight in pushing trains along the track and using their imagination to recall their own experiences on the train. Children are inquisitive as they pour water into cups. They enthusiastically use water spray bottles to clean windows and enjoy using paintbrushes to make marks on the path. The childminder skilfully uses incidental opportunities to support children's learning. For example, children become excited when they see an aeroplane in the sky. The childminder introduces gliders into children's play and they show good coordination as they enjoy 'flying' them in the garden.

Personal development, behaviour and welfare are good

Children remain focused for long periods of time as they persevere with tasks. They have access to a variety of resources, including those that help them to develop an awareness of other cultures. The childminder promotes children's safety when they play outside on hot days. For example, she ensures that children wear hats and keep hydrated. Children demonstrate confidence in managing risks. For example, they safely climb the steps in the garden and use safety knives with precision to chop fruit. The childminder promotes children's understanding of healthy eating. For instance, children enjoy making their own fruit smoothie for snack time. The childminder provides children with opportunities to learn about the wider world and develop their social skills. For example, she takes children on regular outings to the local library and community playgroups.

Outcomes for children are good

Children acquire skills that help them to progress in their learning and become ready for school. They use their small-muscle skills to make marks with chalks and draw lines with pencils. Children are capable and show good levels of self-esteem as they quickly busy themselves in self-chosen play. They have good social skills and quickly engage visitors in their activities. Children are developing their independence skills as they learn to manage their self-care and pour their own drinks.

Setting details

Unique reference number	EY382074
Local authority	Cheshire West and Chester
Inspection number	10109779
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 May 2015

The childminder registered in 2008 and lives in Vicars Cross, Chester. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6.

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