

Childminder Report

Inspection date

18 May 2015

Previous inspection date

18 March 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 childminder's teaching is good. Children are making expected progress in all areas of learning and very good progress in their communication, mathematical and social skills.
- Children are very motivated to learn and concentrate for extended periods of time because activities are based on their interests. This is beneficial as they prepare to move on to the next stage in learning, such as school.
- Children are extremely comfortable in the well-equipped playroom. As a result they are able to access learning opportunities with ease. Their warm relationships with the childminder and clear routines ensure their physical and emotional needs are promptly met.
- The childminder meets the requirements of the Early Years Foundation Stage. She exceeds the requirements for paperwork to support her service and is well qualified. She plans ahead to access training opportunities and also fills any gaps in her knowledge with online research to ensure she is up to date with the latest information.
- The childminder has a clear understanding of what would constitute a safeguarding concern and what she would do about any concern she may have. She ensures that risks within the home and on trips out are minimised. This helps to ensure children are protected from harm.

It is not yet outstanding because:

- Children are not always encouraged to develop their own ideas, to maximise their ability to think critically and develop solutions for themselves.
- The childminder does not always develop children's understanding of hygiene issues to ensure they have a growing understanding of how to keep themselves healthy.

What the setting needs to do to improve further

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

- extend children's abilities to think through problems or plan what they are going to do, through discussion and experimentation, for example, by using questions that challenge children to think and supporting them to develop their own ideas or solutions for themselves
- develop clearer connections between hygiene practices, such as hand washing before mealtimes and the reasons why they are important, to extend children's understanding of how to keep themselves healthy.

Inspection activities

- The inspector observed activities in the playroom.
- The inspector spoke with the childminder 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.
- 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

The childminder is methodical in her assessments of children's progress and keeps clear records to track their development. She uses these records to identify areas where she can promote their learning. For example, children who are becoming interested in letters and sounds have their understanding extended; they take part in activities which allow them to practice linking letter sounds to the written letter. They enjoy making marks and start to form letters and write their names. Children enjoy lots of trips, for example, visiting the zoo and other places of interest. The childminder helps them to remember past events and to retell stories. They are confident communicators and are inquisitive about the wider world. Wall displays support children's learning, for example, they enjoy identifying colours and numbers in the displays. The childminder extends children's understanding of shape by introducing more complex shapes, such as crescents. However, the childminder provides fewer opportunities for children to consider how to solve problems for themselves. For example, children are not encouraged to find different ways to find small toys in a big box or how to manage the descent of a large step safely.

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

Children are confident and happy and their behaviour is good. They understand what is expected of them and respond to the positive atmosphere and clear routines. Children are gaining independence in preparation for school, as they practise putting on their own shoes and coats. The childminder ensures children develop a good understanding of healthy lifestyles, by providing opportunities for regular exercise in the garden and local parks. Children also develop an understanding of the importance of a balanced diet, as the childminder encourages them to try new foods. They enjoy caring for vegetable plants that they grow in the garden, and harvesting vegetables to eat. This also provides them with a sense of the passage of time and a greater understanding of the natural world. However, children are less clear about the importance of washing hands before mealtimes. This means their understanding of how to keep themselves healthy is not fully extended.

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

The childminder has undertaken additional qualifications, which ensures she has a good understanding of child development. She uses her knowledge of the learning and development requirements effectively to promote children's learning well. The childminder strives to improve. She identifies and implements improvements. She meets regularly with parents to ensure they are well informed about their child's progress and have information on how they can extend their child's learning at home. The childminder completes a progress check for children between the ages of two and three years. Where required, she attends review meetings to provide clear information for other professionals, such as health visitors. She is proactive in gathering information from other providers who care for the children. This means she has a good understanding of how children are progressing in other environments.

Setting details

Unique reference number	EY383127
Local authority	Cheshire East
Inspection number	858806
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	18 March 2009
Telephone number	

The childminder was registered in 2008 and lives in Congleton, Cheshire. She operates all year round from 7am to 6pm, Monday to Friday except family holidays. In addition to this she offers some sessions during weekends and some overnight care. The childminder has an appropriate level 3 qualification. She provides funded education for two-, three-, and four-year-old children.

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