

Inspection date	31 March 2015
Previous inspection date	22 July 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's teaching is good. He knows children well and systematically tracks their progress. From this information he plans exciting activities, which captures their attention and extends their learning. They are making good progress in their communication and physical skills.
- The childminder makes extensive use of trips to places of interest to develop children's curiosity and understanding of the world around them. They are confident and curious, which supports their ability to take advantage of learning opportunities when they move on to school.
- The childminder is proactive in supporting children's development of a positive attitude to healthy lifestyles. They take part in a wide range of activities, which encourage healthy eating, such as growing vegetables and preparing their own snacks and meals.
- Warm relationships ensure children are settled and happy. They are ready to get involved in a wide range of activities. They are well supported to develop good relationships with their friends, to learn to cooperate with others and behave well.
- The childminder ensures he exceeds the requirements for paperwork and keeps up to date with ideas about childcare and education. He gathers parents' views on his service and regularly reviews how he can improve his provision with his co-minder. He has a clear understanding of safeguarding issues, which ensures children's safety is maintained.

It is not yet outstanding because:

- The childminder does not capture all parent's views on what their children can do at home, to support the planning of the next steps in their learning.
- 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 gathered from all parents about their children's learning at home to further enhance the joint agreement about next steps in their learning
- 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, his 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

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage and this underpins his good teaching. It also supports his ability to provide a wide range of interesting activities that help to develop children's skills, in readiness for the next stage in their learning, such as school. Children learn about nature through caring for plants and mathematical concepts are introduced as they look at different sized seeds and pips. Children's communication skills are supported. The childminder provides lots of one sided conversations, which explains what is happening and introduces children to new words. They are developing their literacy skills, handle books with confidence and make marks with a range of materials. Children enjoy a wide range of tactile and craft activities and confidently handle tools. For example, when they fill plant pots before sowing their seeds. They are active and excited learners.

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

The children have strong relationships with each other, the childminder and his co-minder. This supports their emotional well-being and their ability to try new experiences. The childminder promotes positive behaviour. He feels it is important to be consistent, provide clear boundaries and create a positive atmosphere by providing lots of praise and encouragement. He also helps children learn to be increasingly more independent. These key social skills help prepare children for the move on to school when the time comes. Children learn how to keep themselves safe. For example, they negotiate a range of different levels when using the garden. They develop an understanding of healthy lifestyles, for example, the importance of exercise as they regularly take the dogs out for a walk or the need to clean their hands before handling food.

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

The childminder ensures he meets the requirements of the Early Years Foundation Stage. The childminder reflects with his co-minder on how he can improve his service. He accesses qualifications and training, which benefits the children he cares for. For example, recent safeguarding training ensures he has a clear understanding of what would constitute a safeguarding concern and what he should do about any concern he may have. Training on how to manage bullying supports his work with older children. He has implemented suggestions from his local authority support worker. However, opportunities for the childminder to review his teaching with his co-minder are not fully exploited, in order to ensure they develop the very best skills in reflecting on their own and others' teaching practice. Parents are well informed about what their child does during the day and are delighted with the care they receive. The childminder exchanges information about what children can do at home with parents who regularly collect their children. However, he is less successful in gathering information from parents who visit the setting less frequently. Strong partnerships with the local pre-school enables the childminder to extend children's learning effectively when they are in his care.

Setting details

Unique reference number	EY406733
Local authority	Stockport
Inspection number	874193
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	22 July 2010
Telephone number	

The childminder was registered in 2010 and lives in Offerton, Stockport, Cheshire. The childminder works with his wife who is also a registered childminder. He operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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