

Childminder Report

Inspection date

24 November 2017

Previous inspection date

20 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- The childminder has good relationships with children. She gets to know them well and helps them to feel secure as they settle into her setting.
- The childminder's setting is welcoming and very well resourced. Children of all ages and abilities can select from a vast array of good quality resources, without adult support. This helps them to follow their own interests and remain engaged in play and learning.
- The childminder has a good understanding of how children learn and what to expect from each individual child.
- The childminder engages in regular professional development to extend and enhance her practice. For example, recent training has helped her to develop the procedures for observation and gain a deeper understanding of children's play and learning.

It is not yet outstanding because:

- The childminder does not engage in a robust, incisive self-evaluation process to continually drive improvements for the overall quality of the setting.
- The childminder does not make best use of opportunities to help children to understand how to look after their bodies and the importance of healthy lifestyles.

What the setting needs to do to improve further

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

- continue to engage in self-reflection and drive improvement to enhance the overall quality of the setting
- make effective use of opportunities to help children to understand how to keep their bodies healthy.

Inspection activities

- The inspector had a tour of the areas of the premises used for childminding purposes.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector reviewed documentation including the childminder's policies, children's records and evidence of professional development.
- The inspector reviewed parents' written feedback.
- The inspector observed activities in the indoor area and jointly evaluated practice with the childminder.

Inspector

Lauren Parsons

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good awareness of her responsibilities and demonstrates a good knowledge of how to identify concerns relating to children's welfare. The childminder has implemented robust procedures to keep children safe while in her care. This includes thorough risk assessment arrangements which help to minimise potential hazards within her home. The childminder works well with parents, who report positively on the quality of care and learning provided at the setting. The childminder makes good use of professional development to develop her skills. She understands the importance in working alongside other settings and professionals to promote continuity of approach.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder makes good use of children's interests to engage them in activities that support their overall progress. Babies, for example, develop their physical coordination as they explore a range of different sized balls. Young children are encouraged to be creative and imaginative. For example, they copy what adults do, by pretending to type using a computer. The childminder extends children's games by providing additional resources and helping them to solve problems. She increases young children's understanding of basic mathematical concepts, such as shapes. Children experiment and make marks as they paint circles and different kinds of lines and colours. The childminder regularly observes and assesses children's progress to identify their next steps and any areas in which they may require further support.

Personal development, behaviour and welfare are good

The childminder is calm and has a positive influence on children. She fosters warm relationships with them and manages their behaviour effectively. Children develop resilience and self-confidence. They willingly follow instructions and routines. For example, they help the childminder to put out a large mat in preparation for a painting activity. The childminder minimises the risk of cross-infection effectively and provides children with a nutritionally balanced menu. Children are encouraged to learn about the world around them. They talk about their own families using photographs and the childminder extends this discussion by asking about their pets. Children are involved in exploring cultural events and festivals.

Outcomes for children are good

Children progress well from their starting points. They develop skills which help to prepare them for the next stage in their learning, or the eventual move on to school. For example, young children develop an understanding of turn taking and respond well to praise and encouragement. Their large-muscle development is supported in a variety of ways to increase their coordination ready to hold writing tools. Children are independent and confidently make decisions. They can communicate their needs to adults and use good manners.

Setting details

Unique reference number	EY417358
Local authority	Cheshire West and Chester
Inspection number	1102276
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	20 May 2014
Telephone number	

The childminder registered in 2010 and lives in Ellesmere Port. She operates all year round, from 7.45am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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