

Inspection date	22 January 2015
Previous inspection date	24 August 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 provides a welcoming and well-resourced environment for children in her home. Her consistently good teaching motivates children to play and explore. They therefore, make good progress in their learning.
- The childminder's systematic sharing of information with parent promotes children's well-being and development. Parents are well informed about children's progress and are supported to share with the childminder, what children have achieved at home.
- The childminder makes accurate assessments of children's progress and uses these to plan activities that challenge and engage children.
- The childminder demonstrates commitment to improving her provision. She seeks out training and takes effective steps to evaluate the service she provides to children and their families.
- The childminder confidently assesses and minimises risks to children in her home and on outings. She teaches children to play safely together.
- The childminder is a calm role model who promotes children's positive behaviour at all times.

It is not yet outstanding because:

- The childminder does not summarise children's achievements when they move to other settings and so continuity in their care and learning is not consistently ensured.
- On occasion, the childminder does not make the most of every opportunity to promote children's early speech development.

What the setting needs to do to improve further

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

- summarise the already accurate assessments of children's achievements, so that starting points for their learning can be established swiftly when they move to other settings, including school
- promote children's speaking skills more fully by, for example, limiting the use of dummies to times when children require them for comfort or sleep.

Inspection activities

- The inspector spoke with the childminder throughout the inspection.
- The inspector observed play and learning activities in the childminder's home.
- The inspector looked at observation, planning and assessment records and documentation to promote children's health and well-being.
- The inspector checked evidence of the suitability of the childminder.
- The inspector took account of the views of parents and carers.

Inspector
Susan King

Inspection findings

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

The childminder provides activities that effectively promote children's learning across the seven areas. For example, when children explore ice melting on a tray, they count, learn new words and laugh as they discover that trying to cut ice cubes with a toy knife makes them shoot off the tray. The childminder promotes children's communication skills during activities and everyday routines. However, on occasion, children are not encouraged to experiment with sounds and words, particularly when they have dummies in their mouths. The childminder supports next steps for children's learning in ways that challenge and interest them. For example, when children want to learn to use scissors, she provides a variety of items, such as plastic straws, for them to cut. This motivates them to stay engaged and to keep learning. She takes care to coincide her progress check for children aged between two and three years with their health and development review. Consequently, any concerns about children's learning and development are identified and quickly addressed. Children acquire the key skills they need when they start school.

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

Children are secure and happy and develop strong attachments to the childminder. As a result, children become confident learners who make good progress. Everyday routines support children to become independent. For example, when children eat lunch, the childminder provides them with a knife to spread butter on their toast. Good organisation supports children to learn the importance of hygiene. For example, children learn why they must dry their hands on their own towel. Children have opportunities to be active and engage in physical play. They walk to local parks, the shops and school. Children learn to keep themselves and others safe. For example, older children learn to wait until babies are asleep before playing with toys that have small pieces. Resources are of high quality. The childminder uses them effectively during all child-initiated and adult-led learning activities.

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

The childminder implements the requirements of the Early Years Foundation Stage well. She evaluates her provision, taking account of the views of parents and children, as well as the information generated by her developing use of a computer software package. Her attendance at training enhances the quality of her childminding provision. For example, she completed safeguarding training and then improved her safeguarding policy and procedure. She therefore understands what she must do if she is concerned that children in her care may be at risk of abuse or neglect. She establishes effective systems to promote children's welfare. For example, her procedure for the administering of medicines ensures that they are administered in accordance with medical advice and parents' wishes. The childminder's accurate assessments of children's progress are not summarised when children move to other settings. This compromises continuity in their care and learning because relevant information is not shared.

Setting details

Unique reference number	EY420968
Local authority	Cheshire West and Chester
Inspection number	875697
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	24 August 2011
Telephone number	

The childminder was registered in 2011 and lives in Winsford, Cheshire. She has an appropriate early years qualification at level 3. Her provision operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

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