

Childminder Report

Inspection date	19 October 2017
Previous inspection date	2 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

- Children develop good communication and language skills. The childminder engages them in meaningful discussions, models clear vocabulary and links their play to real-life experiences to successfully build on these communication skills.
- Children's behaviour is good. The childminder is a good role model for children. She teaches them to be kind, considerate and how to use good manners.
- The childminder provides a warm and homely environment with access to a wide range of stimulating resources. Children are actively engaged and confidently explore toys during play.
- The childminder knows children well and completes regular observations of children's achievements. She uses this information to identify precise next steps for learning and plans activities tailored to their interests and needs.
- Children's safety and well-being are of paramount importance to the childminder. She supports children to take appropriate risks and to be mindful of their own safety and that of others.

It is not yet outstanding because:

- The childminder does not consistently promote children's independence. At times, she completes tasks for children that they are capable of doing themselves.
- The childminder has not sharply focused her professional development on deepening her knowledge of how children learn, to drive her teaching to an even higher level.

What the setting needs to do to improve further

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

- increase opportunities to promote children's independence and encourage them to do more things for themselves
- focus professional development on raising the quality of teaching even higher and build an expert knowledge of how children learn.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with children at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is fully aware of the categories of abuse and neglect and what would give her cause for concern about a child's welfare. She understands her responsibility to refer her concerns on to the relevant authorities. Partnerships with parents are strong. The childminder keeps parents well informed about their child's care and learning. Parents are very happy with the service provided and comment that the childminder is, 'fantastic' and 'amazing'. The childminder reflects on her own practice and identifies ways to continually make improvements to the quality of her service.

Quality of teaching, learning and assessment is good

The experienced childminder organises the environment well so that children have opportunities to interact with a wide range of age-appropriate resources. The childminder interacts purposefully with children. She gets down to children's level and joins in with their play. Children develop their mathematical knowledge as they count and discuss the size and shape of objects. For example, children experiment with how they can position play figures into a variety of wheeled vehicles of different sizes. They enjoy doodling and use a range of media to make marks and develop their small-muscle skills.

Personal development, behaviour and welfare are good

Children form very secure bonds with the childminder who is very responsive, kind and caring. The childminder supports children's welfare and parents' wishes, well. For example, she recognises that young children's care needs vary from day to day and discusses these with parents daily. The childminder provides a welcoming environment where children settle quickly and are happy to play. Settling-in sessions are effective in promoting children's emotional needs when they first start attending. Children gain a good awareness of healthy lifestyles. They take part in regular physical outdoor exercise, for example, playing in the garden and outings to the local parks. The childminder provides children with healthy homemade meals and snacks.

Outcomes for children are good

Children make good progress and are developing the necessary skills for the next stage in their learning. They use resources to play imaginatively and show high levels of curiosity and motivation. Children learn to listen and respond to simple instructions. They are confident and have enthusiasm and motivation for learning. Children show increasing levels of independence. For example, when they choose and access their own toys and resources or when helping themselves to a drink. Children enjoy rhymes, songs and books, helping to support their early literacy skills. They show interest in toys with buttons, flaps and simple mechanisms and are beginning to learn to operate them.

Setting details

Unique reference number	EY421588
Local authority	Cheshire West and Chester
Inspection number	1087362
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	2 May 2014
Telephone number	

The childminder registered in 2011. She lives in Weaverham, Cheshire. She holds a recognised early years qualification at level 3. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holiday and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

