

Childminder report



Inspection date	9 April 2019
Previous inspection date	19 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 well-qualified childminder skilfully promotes young children's communication and language development in a range of ways. For instance, she engages children in exciting song and story sessions throughout the day. Children participate with confidence. They request their favourites and demonstrate particularly good speaking skills in relation to their age.
- The childminder and her assistants have a good working relationship and they act as positive role models for children. Together, they reflect on the quality of the setting and make regular improvements. For example, the childminder has recently added a ramp to enable easier access to the outdoors for all children.
- Children are happy, confident and self-assured. They move freely around the home accessing toys and resources to support their play, indoors and outside. The childminder and her assistants take the time to get to know children and their families well. This helps them to support children's emotional well-being effectively.
- The childminder involves parents and other settings that children attend in the assessment process. For example, parents send videos of children's achievements at home and the childminder holds regular meetings with other settings. This helps to ensure that assessments are accurate and that gaps in children's learning are identified early.
- The childminder encourages children to explore their feelings. For example, she uses a picture board of facial expressions and children enjoy copying them. The childminder provides children with a range of scenarios that help them to think about why they may feel a certain way. Children provide their own examples, such as that they would feel surprised and happy if they received a present.
- The quality of teaching is good, overall. However, the childminder sometimes misses opportunities to challenge and extend older children's learning further during planned activities. This occasionally impacts on children's motivation and engagement.
- Occasionally, the childminder completes tasks for older children that they are capable of completing themselves. This does not consistently promote children's independence skills to the highest levels.

What the setting needs to do to improve further

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

- provide older children with consistent levels of challenge during planned activities to help them to remain fully engaged and extend their good learning even further
- enhance the opportunities provided for older children and help them to develop even higher levels of independence.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated the teaching with the childminder.
- The inspector held a number of discussions with the childminder and her assistants at appropriate times during the inspection.
- The inspector viewed a range of documents and checked evidence of the suitability of adults living and working on the premises.
- The inspector viewed written feedback provided by parents prior to the inspection and took account of their views.

Inspector
Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

The childminder offers her assistants good levels of support. For instance, she provides them with regular feedback regarding their practice. The childminder engages in many opportunities that help to enhance her skills and knowledge. For example, she researches regular and relevant information online. She has recently used this method to extend her understanding of how to support children emotionally during transitions to school. The childminder has shared this knowledge with parents and together they have implemented successful strategies that benefit children. Safeguarding is effective. The childminder and her assistants understand their role in protecting children from harm. They are vigilant and recognise how to identify and respond to concerns about children's safety or welfare in a timely manner.

Quality of teaching, learning and assessment is good

The childminder provides children with varied opportunities that help them to develop their early writing skills. For example, children enjoy making marks with chalks, crayons, water and paintbrushes. Children thoroughly enjoy exploring dough with their hands and a range of tools. This helps to strengthen their finger and hand muscles. The childminder engages younger children in filling buckets with sand. Children skilfully use a spade to fill and empty their bucket and the childminder counts the scoops alongside them. This helps to promote younger children's physical skills and coordination and enhances their early understanding of number. The childminder promotes children's understanding of mathematics, such as during free play and everyday routines. For instance, at snack time, she asks older children how many breadsticks they have left. Children enjoy counting and comparing quantities with their peers.

Personal development, behaviour and welfare are good

The childminder promotes children's positive behaviour in a range of effective ways. For example, she talks to older children about the importance of being kind to others and she encourages them to take turns. Children's behaviour is good and this helps to create a calm and relaxed atmosphere. All children develop close friendships and they seek out others to join their play. The childminder places a strong emphasis on teaching children about the local community. For example, they become involved in community projects, such as helping to fund the local play area. This also helps children to learn to respect their local environment. The childminder takes children on a range of outings locally and further afield. For example, children enjoy writing letters and taking them to the local post office to post to their homes. This helps to ignite children's curiosity and helps them to learn about different occupations. The childminder provides children with healthy food and plenty of physical exercise each day. This supports children's physical well-being.

Outcomes for children are good

Children make good progress. They develop the skills that will help to prepare them for school, overall. For example, four-year-old children write their names and recognise numerals, such as the childminder's house number. Younger children show determination and a will to succeed. For instance, they enjoy independently completing jigsaw puzzles.

Setting details

Unique reference number	EY433303
Local authority	Stockport
Inspection number	10066087
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	18
Number of children on roll	21
Date of previous inspection	19 November 2015

The childminder registered in 2011 and lives in Marple, Stockport. She operates all year round from 7.30am until 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with two part-time assistants. The childminder provides funded early education for three- and four-year-old children.

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