

Childminder report

Inspection date	15 January 2019
Previous inspection date	19 November 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	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 childminder and her assistant provide a welcoming play and learning environment at their home. Children arrive happy and ready to play. They encounter a wide range of games and activities that interest them and absorb their attention.
- Children's physical development and confidence are promoted really well. This is demonstrated when two-year-old children play with obvious self-assurance on garden swings. They ably propel the swings by leaning forwards and backwards.
- Partnerships with parents are strong. Parents praise the childminder's supportive settling-in procedures when children first attend the provision. They like the homely atmosphere that the childminder and her assistant have established in their setting.
- The childminder and her assistant attend all mandatory training. They demonstrate commitment to continuously improving the provision. However, the childminder's evaluation of her provision does not consistently lead to sufficiently challenging targets that promote continuous improvement in teaching.
- The childminder does not always fully identify what children need to learn next as precisely as possible.
- The childminder and her assistant ask children many questions. Sometimes, their questions do not help children to deepen their thinking and extend what they already know.

What the setting needs to do to improve further

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

- extend the self-evaluation process so that it looks more closely at the quality of teaching and the impact it has on children's learning
- make the most of what is known about individual children's achievements so that teaching focuses even more precisely on what they need to learn next
- strengthen questioning techniques further, so that children have even more opportunities to extend their knowledge and deepen their understanding.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. She discussed a planned activity with the childminder. She assessed the impact that interactions and activities have on children's learning.
- The inspector looked at relevant documentation, such as evidence of the suitability of the childminder and her assistant.
- The inspector took account of the views of parents and carers.

Inspector
Susan King

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows what to do if she considers that a child is at risk of harm. She knows who to contact if an allegation is made about her or her assistant. The well-qualified childminder seeks out information and advice that help her to keep her knowledge and understanding of requirements up to date. She trains her assistant to follow the provision's policies and procedures. The childminder shares information with other settings that children attend. This helps to promote continuity in children's care and learning. The childminder identifies and minimises risks to children's safety in the setting and when they go on outings.

Quality of teaching, learning and assessment is good

The childminder and her assistant observe and sensitively join in with children's play. For example, when two-year-old children play in the home corner, the assistant sits alongside them. The assistant talks with children about the food they are pretending to prepare. This helps to consolidate and extend their understanding of the world. Children's early reading is promoted well. Children demonstrate their enjoyment when the childminder reads to them. They talk about things that they see in the pictures. For instance, children notice that there are two elephants and two boats. This helps to reinforce children's developing understanding of numbers and quantity.

Personal development, behaviour and welfare are good

The childminder and her assistant are friendly and approachable. They establish consistent rules and boundaries. When children follow instructions, or demonstrate kindness to each other, the childminder and her assistant praise them. This helps to promote children's positive behaviour effectively. Children begin to make choices that contribute to their good health. For example, they learn why they must put their coats and hats on to play outdoors, in the winter weather. The childminder understands how children learn. For example, she implemented a programme of activities that links music and movement to early writing. Children, from a young age, join in. This helps them to be ready to form written letters correctly, when they reach pre-school age.

Outcomes for children are good

Children make good progress. They acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children count and use numbers in meaningful contexts. They begin to understand some of the purposes that numbers are used for. Children develop independence. This is exemplified when the assistant encourages and supports children to put their coats and hats on by themselves. Children know that printed words carry meaning. They begin to recognise their written names. Children understand that they must share toys and take turns.

Setting details

Unique reference number	EY442662
Local authority	Cheshire East
Inspection number	10083523
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	12
Number of children on roll	8
Date of previous inspection	19 November 2014

The childminder registered in 2012 and lives in Wilmslow. Her provision operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children. She holds a qualification at level 3. The childminder works with an assistant.

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