

Childminder report

Inspection date	3 December 2018
Previous inspection date	16 June 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

- Parents say that children look forward to attending the childminder's provision. They praise the childminder's dedication and professional approach. Parents feel well informed about activities and children's progress. They say that the childminder helps them to continue children's learning at home.
- The childminder evaluates and improves her provision. This was demonstrated when she reviewed her procedure for gathering information from parents when children first attend her provision. She modified the form that she uses. As a result, the information she gathers helps her to establish starting points for children's learning even more effectively.
- The childminder helps children to develop habits that contribute to their good health. For example, she reminds children to take drinks regularly throughout the day.
- The childminder promotes children's physical development well. For instance, children spread glue and build towers. This helps them to develop strength and coordination in their hands and fingers.
- The childminder does not always fully identify what children need to learn next as precisely as possible.
- Although the childminder demonstrates a good understanding of how children learn, there are occasions when she interrupts children's thinking and investigation.

What the setting needs to do to improve further

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

- 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
- give children more time to experiment and try out their own ideas.

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 had on children's learning.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- 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 demonstrates a vigilant approach to matters of child protection. She attends training that helps her to review and update her safeguarding procedures. She knows the action she must take if she is concerned that a child may be at risk of harm. The childminder identifies and minimises hazards to children in her home. She teaches children to follow routines that help to keep them safe. For example, children know that they must walk up and down the steps carefully when they play outside in the garden.

Quality of teaching, learning and assessment is good

The childminder observes children as they play and assesses their progress. She summarises children's attainment and shares information with other settings that they attend. This helps to promote continuity for children's learning. Children learn that books are informative. They discover that reading them is pleasurable. For example, younger children have fun lifting the flaps in a colourful book. They find pictures about winter and Christmas and the childminder says and repeats the names of the items. This helps to expand children's vocabulary and understanding. Children learn to match things that are the same. This is demonstrated when they excitedly spot that there are two cats on the page. This helps to promote their visual discrimination and early reading.

Personal development, behaviour and welfare are good

The childminder is a kind and caring role model. Children copy her behaviour and learn to think about other people's feelings. This is demonstrated when children carefully carry baby dolls and pretend to feed them. The childminder establishes and implements robust policies and procedures. For example, she records details of medication she administers to children. The childminder takes account of children's individual needs. For instance, she makes sure that the food she provides is safe for children with allergies. The childminder takes children on outings that helps them to learn about the local community and wider world. For example, they visit the farm and learn about the animals.

Outcomes for children are good

Children are eager learners who make good progress. They acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children know how to use glue and a variety of materials to create their own pictures. For instance, they enthusiastically sprinkle glitter to decorate Christmas cards. Children count during routines and activities. This helps them to understand that numbers denote quantity. They begin to recognise numbers. For example, they read the numbers on birthday cards. Children develop independence in personal hygiene. This is demonstrated when the childminder teaches them to wash their hands before they eat lunch.

Setting details

Unique reference number	EY472430
Local authority	Cheshire East
Inspection number	10083153
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	16 June 2014

The childminder registered in 2014 and lives in Hassall Green. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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