

Childminder Report

Inspection date

20 July 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The childminder provides a welcoming play and learning environment in her home. Children show that they feel happy and secure in her care. They cuddle up to read books and stories and this promotes their enjoyment of reading.
- Partnerships with parents are strong. Parents of new children are fully involved in establishing starting points for children's learning and development. Parents and the childminder exchange important information about children's care and activities every day. This helps to promote their physical and emotional well-being.
- The childminder is well qualified. She demonstrates a strong commitment to seeking out and implementing advice, support and training from a range of sources. She reviews her policies and procedures in line with changes to requirements.
- The childminder makes accurate assessments of children's progress and shares these with parents. She summarises children's progress regularly and knows what to do if she has concerns about any aspect of their learning and development.
- The childminder promotes children's communication and language development effectively. Children continuously learn new words as they talk, read and play with the childminder. They enthusiastically join in with songs and nursery rhymes. This helps children to develop tone and rhythm in their speech.

It is not yet outstanding because:

- Information from observations is sometimes not used really effectively to identify what children need to learn next as precisely as possible. As a result, individual children's learning is not always meticulously planned for.
- On occasion, the childminder interrupts children's exploration and investigation unnecessarily.

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 children need to learn next and children are supported to make rapid progress in all areas of learning
- give children the time they need to explore and investigate the things that interest and motivate them.

Inspection activities

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

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

The childminder demonstrates her strong ambition to provide high-quality care and teaching that promotes children's swift progress. She prioritises her own continuous professional development. The childminder is a member of a professional association and this helps her to stay informed about national policy direction. She attends training and reads professional magazines. This helps her to reflect on and improve her practice. For example, she read an article about helping children to learn to manage risk. As a result, she now provides more opportunities for children to carry out tasks independently. In addition, she encourages children to think about and make their own decisions about everyday risks that they encounter. This helps to promote children's safety. Arrangements for safeguarding are effective. The childminder understands what she must do if she is concerned about the welfare of children in her care.

Quality of teaching, learning and assessment is good

The childminder knows the children well. She takes account of their interests when she chooses and sets out toys and activities. For example, when children show interest in animals, the childminder makes sure that there are interesting books about animals available. The childminder skilfully creates and uses opportunities to teach children to count. For example, she places written numbers on the hall floor. Children count out loud with her as they step along the hall to the kitchen for snack. The childminder supports and encourages parents to continue children's learning. For example, she lends books and resources for children to share with their parents at home. Parents comment that they enjoy helping children to learn and practise new skills.

Personal development, behaviour and welfare are good

The childminder forms good relationships with children. She displays photographs of children's families on a low-level notice board. This helps to reinforce children's sense of identity and prompts them to talk about people and events at home. The childminder sets consistent boundaries for children's behaviour. For example, she teaches children how to take turns when they play games together. This helps them learn to respect other people. The childminder reminds children to drink plenty of water in the hot weather and this helps to keep them safe. Children have good opportunities for physical exercise during outings and in the garden. For example, the childminder blows soap bubbles and children run and reach up high to pop them.

Outcomes for children are good

All children make good progress in their learning. They acquire the skills, knowledge and interest in learning that prepare them well to start school. Children know that books are interesting and informative. They count with increasing accuracy and know some of the purposes of counting in everyday routines. They demonstrate good early writing skills when they paint and draw. Children remember and talk about familiar people and important events. Children can kick and throw balls. They know that they have to wear a hat and use sun cream to protect themselves when the weather is hot. Children behave well and are helpful.

Setting details

Unique reference number	EY476510
Local authority	Cheshire West and Chester
Inspection number	981817
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in Barnton. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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