

<b>Inspection date</b>	28 January 2015
Previous inspection date	1 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder evaluates her provision, so that practice is developed and plans for continuous improvement are in place.
- The childminder establishes positive partnerships with parents and other adults involved in children's lives, so they can work together to support children's individual needs and promote their development.
- The childminder actively seeks advice and guidance from the local authority advisor and other childcare professionals, in order to continually improve her work with children and support their welfare and development.
- Children build close and trusting relationships with the childminder. They respond positively to the childminder, who is attentive towards their needs. As a result, children are happy and settled.

### It is not yet outstanding because:

- The childminder does not use a wide range of strategies to support and encourage children's developing language skills, so that they are more confident in using language in their play.
- Parents contributions to the initial assessments of children's abilities on entry are not always in-depth enough, so that children can make the best possible progress in their learning, right from the outset.

## What the setting needs to do to improve further

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

- provide further opportunities for children to build on their developing language skills by using a wider range of strategies to support them, including repetition, introducing new vocabulary and modelling language as children play
- provide opportunities for parents to contribute more fully to the initial assessments of children, so that children's learning is maximised from the beginning.

### Inspection activities

- The inspector spoke with the childminder at appropriate times throughout the inspection and made observations of children present.
- The inspector looked at children's assessment records and planning documentation.
- The inspector and childminder undertook a joint observation of an activity children were involved in.
- The inspector reviewed the evidence of the childminder's suitability to work with children, her safeguarding policies and procedures and a range of other supporting documentation.

### Inspector

Ron Goldsmith

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder provides children with a range of interesting and age-appropriate learning experiences, both in the home and outdoors. The childminder allows children to follow their interests and encourages spontaneous creativity, recognising that it is the process of exploration which best lends itself to children's learning. Young children have their curiosity awakened when they explore the texture of cornflakes in a large box, using all their senses. On occasions, the childminder does not always make good use of a wide range of teaching methods to help children develop their communication skills. For example, she does not seize opportunities to repeat children's early language sounds or introduce new words. The childminder introduces simple maths by counting with children as she helps them to thread straws through a colander. Children are well supported to practise and refine a number of skills, which helps them to develop socially, physically and emotionally. Consequently, children make good progress in their development and learning, and their readiness for school or nursery is supported.

### **The contribution of the early years provision to the well-being of children is good**

The childminder spends time getting to know children when they start, understanding what interests them and motivates their learning. Children show good levels of independence. For example, they enthusiastically respond to activities the childminder provides or move with confidence around the room to find toys and resources which interest them most. Children benefit from snacks and meals that are healthy and nutritious and take into account their dietary needs. They are beginning to learn how to use their bodies in different ways as they move confidently around the home and learn about healthy lifestyles through fresh air and exercise. They visit local toddler groups and places of interest to extend their social skills and promote their readiness for school or nursery.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder has a secure understanding of her responsibilities and there is a range of policies and procedures to support children's health, safety and well-being. Children are safeguarded well. The childminder has a clear understanding of child protection and the procedures to follow if she has concerns about a child in her care. A commitment to ongoing training ensures the childminder can continue to meet statutory obligations and develop skills that support her practice. The childminder works well with the school that some of the children attend, exchanging relevant information from the outset of care. This further supports children in moving on to the next stage of their learning. The childminder has strong relationships with parents and they are encouraged to share information about their children to ensure continuity of care. However, there is room to enhance the quality of information gathered when a child first starts, to inform the childminder's understanding of children's starting points and promote the best possible progress by planning targeted activities from the outset.

## Setting details

<b>Unique reference number</b>	EY387760
<b>Local authority</b>	Stockport
<b>Inspection number</b>	821719
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 June 2009
<b>Telephone number</b>	

The childminder was registered in 2009. She lives in Stockport, Cheshire. The childminder operates Monday to Friday, all year round, between the hours of 7.30am and 6pm, except for family holidays.

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