

Inspection date	13 February 2015
Previous inspection date	15 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children's learning is very well promoted by the childminder. This is because she understands how children learn, and provides activities which are interesting and engaging.
- The childminder provides a welcoming, home from home environment where children thrive. They show they are happy and emotionally secure.
- Children develop positive values and dispositions as the childminder is a very good role model. She promotes sharing, turn taking and that children should 'enjoy playing, win or lose'.
- The childminder has a good understanding of safeguarding procedures and takes effective action to ensure the safety of her premises. This means that children are safe and secure while in her care.
- Parents express high levels of satisfaction about the quality of care and learning opportunities provided for their children by the childminder.

It is not yet outstanding because:

- Information sharing with other settings that children move on to, such as school, is not yet strong enough to be fully effective.
- The childminder does not always take account of the views of parents and children when deciding what could be improved at the setting.

What the setting needs to do to improve further

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

- improve information sharing with all other settings that children move on to, for example, through a transition document that shares children's progress, to better support continuity of learning
- improve the system for evaluating practice by including more opportunities to review and act upon the suggestions and ideas of parents and children.

Inspection activities

- The inspector viewed all areas of the childminder's home used for childminding.
- The inspector observed activities and interactions between the childminder and children and spoke with the childminder at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder and discussed the learning opportunities promoted during an activity.
- The inspector looked at children's assessment records and discussed with the childminder how she plans her provision, to support the individual needs of the children attending.
- The inspector checked evidence of the suitability and qualifications of the childminder and suitability of others living in her home.
- The inspector viewed and discussed the childminder's self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers, from written testimonials provided to the childminder.

Inspector

Sharon Lea

Inspection findings

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

The childminder observes children during their play, identifying their current interests and level of development. This enables her to plan activities which interest them and promote their learning further. She uses resources, such as dough, to develop children's physical skills and enhance other areas of learning. For example, she makes different shapes with the children, which they count together, developing their mathematical understanding. Children engage happily as the childminder joins in with their play enthusiastically. She talks to the children at all times, extending their communication and listening skills well. Children persist with activities for long periods of time. For example, they complete jigsaws, supported by the childminder to identify pieces from observing specific features, such as the tiger's stripes. Therefore, children are supported to develop skills which will enable them to learn effectively when they move on to school. The childminder has daily discussions with parents, to update them about their child's achievements and progress.

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

Strong relationships between the childminder and children are highly evident. She gets to know children and their families very well from the start. Parents share that 'there are no words to express', their high regard of the childminder and that she has 'surpassed expectations at every level'. As a result, children and their families remain in contact with the childminder, long after her childminding role with them has ended. The childminder provides a wide variety of age-appropriate resources, enabling children to make lots of independent choices in their play and learning. Children learn about healthy lifestyles through established hygiene practices, healthy snacks and regular outdoor play opportunities. Children are well supported in readiness for their move to school as they are encouraged to develop their self-help skills. Regular attendance at local toddler groups prepares children socially for school, through being part of a larger group of children. The childminder reinforces good behaviour through basic house rules and lots of positive praise and encouragement.

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

The childminder has a good knowledge of the safeguarding and welfare requirements. She has effective policies and procedures in place, to promote children's safety and well-being. The childminder has completed safeguarding and first-aid training, enabling her to competently address any accidents or issues which may cause her concern. The childminder is committed to providing good quality provision for the children in her care. She has carried out an evaluation of her provision, identifying areas for development, such as additional training to enhance her skills. Parents have shared their views on the quality of her care through testimonials. However, these are not used to full effect in her development planning. Partnerships with other settings that children move on to, such as school, are developing. However, information sharing is not yet robust, to fully promote continuity in children's learning.

Setting details

Unique reference number	304335
Local authority	Cheshire East
Inspection number	867532
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	15 October 2009
Telephone number	

The childminder was registered in 1994 and lives in the Willaston area of Nantwich, Cheshire. She operates all year round from 7.30am until 5pm, Monday to Friday, term time only.

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