

Inspection date	25 February 2015
Previous inspection date	8 April 2010

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

Summary of key findings for parents

This provision is good

- The childminder is extremely caring, sensitive and skilled in helping children to develop secure emotional attachments. This enables children to develop self-confidence and nurtures their overall well-being.
- 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 have fun and they are happy and settled.
- Children's communication skills are promoted effectively as the childminder spends time talking to children, encouraging the sound development of their vocabulary and language skills.
- The quality of teaching is good. The childminder supports children's learning effectively because she knows how children learn. Therefore, children make good progress in relation to their starting points.
- Children have plenty of opportunities to make choices about what they do, and to lead their own learning. The childminder is responsive to their interests and needs, which means children remain motivated and engaged in activities.
- Arrangements for safeguarding children are effective and clear policies and procedures are implemented well. The childminder regularly refreshes her knowledge and understanding to ensure this is accurate and current.

It is not yet outstanding because:

- The childminder sometimes does not allow children enough time to complete what they are doing. As a result, children's problem solving and critical thinking skills are not maximised.
- Systems for sharing information about children's learning are at an early stage and parents are not always fully encouraged to share details about their child's achievements at home.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their problem solving and critical thinking skills, for example, by giving children sufficient time to process information and finish activities in their own time
- enhance the already good partnerships with parents by further extending ways to share information about children's learning and progress, and by planning together for children's future learning.

Inspection activities

- The inspector spoke with the childminder and children 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.
- The inspector took account of the views of parents provided in writing.

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 a good range of activities to promote children's development across all areas of learning. She has a sound knowledge and understanding of child development and closely monitors how well children are doing in their learning. Children enjoy a stimulating and accessible learning environment. The childminder provides well-planned activities, which excite and interest young children. However, the childminder sometimes does not allow children enough time to finish what they are doing. As a result, children's problem solving and critical thinking skills are not always maximised. Young children enthusiastically listen to a story and join in with actions and words. Children roar like a giant or squeak like mice. Well-targeted support from the childminder enables children to predict what will happen next. The childminder supports their communication and language development when she encourages them to listen to and identify the sounds they can hear and see, allowing them time to think and respond to questions.

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, enthusiastically responding to activities the childminder provides. They move with confidence around the room to find the toys and resources that interest them most. Children benefit from snacks and meals that are healthy and nutritious and the childminder takes into account their dietary needs. They learn how to use their bodies in different ways as they move confidently around the home. Children learn about healthy lifestyles through fresh air and exercise. They enjoy regular active play, which helps to promote their physical well-being. They visit local parks, toddler groups and places of interest. This extends children's social skills and promotes their readiness for school or nursery.

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

The childminder has a good understanding of her responsibilities. A wide range of policies and procedures help her 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. Ongoing training makes sure the childminder can continue to meet legal obligations and develop skills that support her practice. The childminder works well with the pre-school that some of the children attend. Relevant information is exchanged with them, and with parents from the outset of care. This further supports children in moving on to the next stage of their learning. However, parents are not always fully encouraged to share details about their child's achievements at home. The childminder has a good understanding of children's starting points. She promotes children's progress towards early learning goals effectively by planning targeted activities from the outset. The skills children learn help them to be ready for school and lay firm foundations for the future.

Setting details

Unique reference number	EY401415
Local authority	Cheshire East
Inspection number	875186
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	8 April 2010
Telephone number	

The childminder was registered in 2009. She lives in Middlewich, 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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