

Inspection date	26 February 2015
Previous inspection date	26 April 2010

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 stimulating activities which she knows will interest them. As a result, they are motivated learners who develop very good concentration skills.
- The childminder prepares children very well for the next stage in their learning, such as school. She does this through developing their skills in literacy, numeracy and independence. In addition, attendance at local toddler groups enables children to learn how to be sociable in larger groups of children.
- The childminder is a very positive role model who reinforces good behaviour through basic house rules and lots of praise and encouragement. Consequently, children understand behaviour expectations and develop positive values, promoting their emotional well-being very well.
- The childminder has a good understanding of safeguarding procedures and takes effective action to ensure the safety of her home. This means that children are safe and secure while in her care.

It is not yet outstanding because:

- Opportunities to involve parents in supporting their children's learning at home are not yet fully maximised.
- Information sharing with other settings that children move on to, such as school, is not yet strong enough to be fully effective.

What the setting needs to do to improve further

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

- consider different ways to engage all parents in sharing their children's next steps in learning, such as including relevant information in each child's daily diary
- improve information sharing with all other settings that children move on to, for example, by sharing information about children's progress to better support continuity of learning.

Inspection activities

- The inspector viewed all areas of the childminder's home used for childminding purposes.
- 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

Children make good progress in all areas of their learning and development. This is because the childminder spends time observing their skills and interests. She uses this information to assess their progress and identify next steps in their learning. The childminder shares information about children's progress with parents each day, verbally and through an electronic system, which they can view at home. However, opportunities to share children's next steps, to enable parents to further support these at home, are not yet fully maximised. Babies and children experience lots of sensory activities, such as playing with coloured rice and scented dough. The childminder uses these opportunities to develop children's physical skills and enhance other areas of learning. She extends children's vocabulary through introducing words that describe how the resources feel, such as cold or soft. She talks to the children at all times, extending their communication and listening skills well. In addition, the childminder takes children to story and singing sessions at the local library, promoting children's early language and literacy skills well.

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

Children are very happy and confident in the childminder's care. They develop strong attachments with the childminder, playing happily with her and seeking reassuring cuddles when tired or upset. The childminder meets their individual needs very well, by taking account of the information parents share at the start of care arrangements. Parents express that they are 'fully satisfied that their children are well looked after and cared for'. 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 good-quality 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 daily fresh air and exercise. Regular visits to local stables to visit the childminder's horses help children to learn about how to care for living things and enjoy the outdoors.

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 a range of 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 makes good use of the internet, to supplement her training and to seek inspirational activity ideas. She is committed to providing high-quality provision for the children in her care and has fully addressed the recommendations from the previous inspection. She carries out evaluation of her provision, identifying her skills and areas for further development. Partnerships with other settings that children move on to, such as school, are developing. However, information sharing is not yet robust enough to fully promote continuity in children's learning.

Setting details

Unique reference number	304806
Local authority	Cheshire East
Inspection number	867550
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	26 April 2010
Telephone number	

The childminder was registered in 1999 and lives in Crewe. She works with a co-childminder who is also her daughter. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a childcare qualification at level 3.

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Piccadilly Gate
Store St
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M1 2WD

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