

Childminder Report

Inspection date

7 May 2015

Previous inspection date

1 July 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

- Teaching is good because the childminder provides children with opportunities to play with suitable resources that engage and interest them. As a result, they learn to concentrate and persevere for extended periods of time.
- Partnerships with parents and other settings are effective. There is a regular ongoing two-way flow of information, which enables the childminder to effectively meet each child's individual learning needs. This supports children to make good progress in their learning.
- The childminder is a positive role model. She is warm and kind, and demonstrates genuine care for each child. This promotes children's well-being and self-esteem.
- The childminder has a good knowledge of the safeguarding requirements. She confidently explains the signs and symptoms that would give her cause for concern with regard to children's welfare. As a result, children's safety is promoted.
- The childminder effectively uses training opportunities and links with other childminders to improve her knowledge and skills. This has had a positive impact on the overall quality of the provision and her ability to maintain consistently good standards.

It is not yet outstanding because:

- Children are not able to freely access some resources in the playroom to promote their independence and confidence.
- The childminder sometimes misses opportunities to extend children's learning further and this means that, on occasions, their knowledge is not explored in as much detail as it could be.

What the setting needs to do to improve further

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

- improve the storage of resources within the playroom, to enable children to access these independently, so they can consistently direct their own play
- enhance the use of a wider range of teaching strategies, for example, by using skilful questioning to encourage children to think and share their knowledge in more detail.

Inspection activities

- The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the childminder. She looked at a selection of policies and procedures, including safeguarding, risk assessments and self-evaluation.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents by reading a number of comments and notes given to the childminder.
- The inspector carried out a tour of the premises.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

Inspector

Alison Regan

Inspection findings

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

The childminder has a good understanding of how to promote children's all-round development through a balance of play and adult-led activities. This means that children develop positive attitudes towards learning and are keen to try out new experiences, which prepares them well for their next steps in learning. The childminder carries out regular observations and assessments on each child to plan exciting activities. These activities are challenging and tailored to the individual abilities of the children, which equips them to make good progress. For example, children enjoy working out how to complete a jigsaw puzzle. They confidently sound out the letters they see when completed, which supports them to develop their early literacy skills. The childminder fully supports each child to make progress. However, the childminder does not always challenge children effectively to test their knowledge. For example, during a game of alphabet bingo, children are not always challenged to think about other words that began with a specific letter. This means that, at times, opportunities to encourage children to think and to discuss what they already know are missed.

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

Children enjoy their time at the childminder's home and are consistently self-motivated to learn. The childminder has a dedicated playroom for children to use. Resources are carefully matched to meet their needs. However, some resources are stacked too high and not all are clearly labelled, which prevents children from independently exploring and choosing what they wish to play with. Care practices within the setting are good. As a result, children are at ease and quickly become confident learners. The childminder takes children out to places in the community, such as the local playgroup. This provides children with new experiences and opportunities to interact with other children and adults. Children develop their physical skills because the childminder takes them to the local park. They behave well because they receive positive praise and encouragement from the childminder, which promotes their self-esteem and confidence.

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

The childminder has a good understanding of the legal requirements of the Early Years Foundation Stage. Children's progress is carefully reviewed, which ensures that support is identified at appropriate times. The childminder has a comprehensive range of written policies and procedures, which underpins her good practice. These are shared with parents, which means that they are well informed about her service and responsibilities. The childminder carefully evaluates her provision, taking into account the views of those who use it. She sets herself priorities for improvement and works towards these to continually develop the service she provides. The childminder networks with other childminders to share ideas and examples of good practice. Feedback from parents is very positive. They comment on how their children are very settled and happy in the environment.

Setting details

Unique reference number	EY152317
Local authority	Warrington
Inspection number	869683
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	1 July 2009
Telephone number	

The childminder was registered in 2002 and lives in Warrington. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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