

Childminder Report

Inspection date

12 May 2015

Previous inspection date

10 November 2011

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 make good progress towards the early learning goals from their initial starting points. The childminder knows how children learn; therefore, she plans and provides a range of exciting and interesting activities that effectively promote their learning.
- The childminder is kind and caring. She provides an inclusive environment where children are treated with love and respect. Therefore, they form close and secure relationships with the childminder and her family.
- The childminder's home is filled with a wealth of well laid out and easily accessible resources and play opportunities. These are based on children's known interests and enable choice and decision making for children who are self-motivated to play, investigate and learn.
- The childminder is well qualified at level 3. She is keen to keep her knowledge and skills as up to date as possible. She attends the training courses available to her and implements her knowledge to improve outcomes for children.
- The childminder works well with parents and the other settings children attend. As a result, information is shared daily and continuity in care and learning is effectively maintained.

It is not yet outstanding because:

- There are times when open-ended questions are not used to continue to promote children's thinking processes and for extending their understanding and learning.
- Children's creativity and dressing-up experiences are not fully promoted, because, the dressing-up clothes are either too small, or not available.

What the setting needs to do to improve further

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

- extend children's understanding and learning further by using more open-ended questions to promote their thinking process and problem solving skills
- extend the role-play resources further with additional dressing up clothes to enable all children to dress up and increase their creativity and imagination.

Inspection activities

- The inspector observed children playing in the front sitting room, dining kitchen, conservatory and outside.
- The inspector held discussions with the childminder and the children during the inspection.
- The inspector completed a tour of the premises.
- The inspector completed a joint observation with the childminder.
- The inspector checked evidence of the suitability of the childminder and her family members living on the premises, the children's records, the policies and procedures, and discussed the monitoring process and evaluation systems that support the service.

Inspector

Carys Millican

Inspection findings

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

The childminder provides activities which meet children's interests and include the next steps in their learning. Children therefore, enjoy themselves and have fun learning through play. They use their imagination while making a birthday cake out of dough and cover it in shells. They play shop keepers where they decide the price of the items and develop their counting skills and recognition of numbers. The childminder, in general, follows the children's lead. However, there are times when the childminder does not use more open-ended questions to maximise opportunities for children to express their own ideas. Overall, the childminder's quality of teaching is good and children make good progress as a result. Regular exchange of information, about children's achievements with parents and other settings, ensures they are all kept up to date with the progress children are making. This starts at initial meetings, with the gathering of information from parents about what children can do when they first start with her. Parents contribute to their children's ongoing assessments and progress records, which contributes to their overall good progress.

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

The childminder warmly welcomes children into her home. She is sensitive to their physical and emotional needs, and responds well when children appear unsettled, or are around unfamiliar people. The childminder works closely with parents and successfully meets children's care needs. Good relationships are established with the childminder. Children are confident in exploring their surroundings, indoors and outside, where good opportunities are provided for them to be independent. They access a wide selection of toys and equipment. Children love role play. However, as the children grow older, there are not a wide range of suitable dressing-up resources available for imaginative play. Children learn how to keep themselves safe. They complete the fire drill and talk about road safety while undertaking numerous outings in the community. Children's emotional needs are fostered effectively and they are well prepared for starting school. They visit the different school environments and accompany the childminder to collect other children.

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

The childminder takes all necessary steps to keep children safe and protected. She keeps her safeguarding knowledge updated by attending training and knows who to contact if she has concerns about any child. The childminder has a secure knowledge of the learning and development requirements and keeps detailed records and progress checks for all the children attending. The childminder maintains a good overview of the educational programme she provides, to ensure that all areas of learning are covered. All assessment information is effectively monitored, which enables her to identify where support or intervention may be required. The childminder regularly evaluates her provision and demonstrates good capacity to improve. She is committed to improving her professional knowledge through training, which has a positive impact on the service she provides.

Setting details

Unique reference number	EY255744
Local authority	Cumbria
Inspection number	860419
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	10 November 2011
Telephone number	

The childminder was registered in 2003 and lives in Walney Island, Barrow, Cumbria. She operates from 7.30am to 5.30pm, Monday to Friday all year round, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for two-, three- and four-year-old children. She supports children who speak English as an additional language. The childminder holds a recognised childcare qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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