

Childminder Report

Inspection date

21 May 2015

Previous inspection date

12 November 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

- The childminder is very passionate about her role. She shows a strong commitment to meeting the children's needs and helping them to achieve well.
- Children benefit from the effective teamwork between the childminder and her assistant. Parents say 'they work extremely well together and make sure children are challenged, according to their individual abilities'.
- The childminder and her assistant are both qualified and they attend a good level of training to enhance their skills. This has a very positive impact on children's well-being and learning.
- High priority is given to working in partnership with parents to promote children's care and learning. Effective measures ensure parents are kept fully informed about their children's progress.
- The childminder has secure knowledge of child protection procedures. She ensures her assistant is also trained in safeguarding children. This enables them to successfully promote children's welfare and keep them safe from harm.

It is not yet outstanding because:

- The childminder does not always build on all opportunities to expand children's exploratory and imaginative skills.
- Opportunities for the childminder and her assistant to share their expertise with each other and build on their already good teaching are not yet fully explored.

What the setting needs to do to improve further

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

- enhance opportunities for children to explore and use their imagination, for example, by introducing more open-ended resources in their play
- build on existing arrangements for sharing good teaching skills, so all those working with children are even more sharply focused on raising their practice to the highest level.

Inspection activities

- The inspector observed activities in the playroom, lounge/diner and the outdoor play area.
- The inspector conducted a joint observation with the childminder.
- The inspector spoke with the children, and talked to the childminder and her assistant about their practice.
- The inspector looked at children's assessment records and sampled a range of other documents, including the childminder's self-evaluation form.
- The inspector took account of written comments from parents.

Inspector

Jan Linsdell

Inspection findings

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

The childminder and her assistant teach children very well. They use their secure knowledge of the children to plan interesting experiences that meet children's needs. Assessment of children's progress is accurate. Children who speak English as an additional language are well supported and the childminder speaks proudly of their achievements. Parents say the childminder 'puts lots of energy and effort into developing children's language skills'. Children have easy access to a wide choice of play materials. However, they are not routinely provided with enticing opportunities to expand their imaginative skills. For example, there are few opportunities to explore more open-ended resources, such as cardboard boxes and fabric. Outdoor experiences stimulate and challenge children's learning. For instance, children search for pretend caterpillars in the leaves and test out if the leaves sink or float in the water tray. Partnership working with parents is very successful. Parents are highly complimentary about the childminder, particularly with regard to how she 'looks after children with great professionalism'.

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

The childminder and her assistant are friendly, kind and attentive. They provide consistent praise and reassurance to the children. This helps everyone especially new children, to feel safe, secure and confident to explore. Close bonds with the children are clearly evident. The childminder places importance on teaching children about the benefits of healthy eating. For instance, during snack time, she asks children to think about what kind of foods are good for their tummies. Children enjoy spending time in the garden, where they ride wheeled toys and use the slide. They play outside in all weathers and enjoy many outings. This effectively promotes their physical well-being and encourages them to develop positive attitudes to keeping fit and healthy. Children learn to be independent in their self-care skills, for example, as they put on their shoes or help to give out plates. This prepares them well for their next stage in learning, including school.

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

The childminder has a thorough understanding of her role and responsibility to meet the Early Years Foundation Stage requirements. She works successfully with her assistant to provide a good quality service for children and parents. Records to support effective practice and promote children's safety are well organised and well maintained. The childminder keeps a close check on children's learning, so that any gaps are quickly identified and addressed. This helps to ensure children develop well and make good progress. The childminder and her assistant attend cluster meetings with other childminders, to share practice and keep abreast of changes. They also meet together on a weekly basis to evaluate activities and plan for children's next steps in their learning. The childminder is beginning to involve her assistant more in reflecting on practice. However, she has not fully explored ways to hone their skills, for example, through peer observations, to help raise the quality of teaching even further.

Setting details

Unique reference number	EY315067
Local authority	Cheshire East
Inspection number	862185
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 13
Total number of places	12
Number of children on roll	23
Name of provider	
Date of previous inspection	12 November 2009
Telephone number	

The childminder was registered in 2005 and lives in Sandbach, Cheshire. She works with an assistant, and provides funded early education for two-, three- and four-year-old children. The childminder supports a small number of children who speak English as an additional language. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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