

# Childminder Report

**Inspection date**

8 October 2015

Previous inspection date

21 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children engage in a range of learning experiences which provide them with a high level of challenge. This contributes to them making good progress in their learning and development.
- Children are relaxed, happy and confident in this warm and friendly setting. They demonstrate trusting relationships with the kind and caring childminder and her assistant. Their self-esteem is effectively promoted and they develop a strong sense of belonging.
- The childminder works in very close partnership with parents and carers. These partnerships are effective in promoting high-quality care and education which meets all children's individual needs.
- The childminder manages children's behaviour well as she provides consistent messages and guidance. Children demonstrate good manners as they help and respect each other, while playing harmoniously together.
- The childminder is committed to offering good quality provision for children and their parents. She makes comprehensive evaluations of her practice and implements changes where she identifies that things could be done better.

### It is not yet outstanding because:

- The arrangements for the professional development of the childminder and her assistant do not focus on opportunities for them to improve on their teaching skills.
- Occasionally, during planned activities, the childminder does not provide sufficient time for the children to become fully engaged to enhance their learning opportunities.

## What the setting needs to do to improve further

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

- extend the arrangements for professional development to provide further opportunities to raise the quality of teaching so that children make the best possible progress in their learning
- enhance teaching for children during planned activities so they are interested and fully engaged, in order to maximise their learning experiences.

### Inspection activities

- The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the childminder and her assistant, and looked at a selection of policies and procedures, including safeguarding 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.

### Inspector

Alison Regan

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is well qualified and experienced in her role and effectively promotes children's learning and welfare. She regularly checks on children's progress to ensure they are moving forward appropriately. The childminder is committed to continuous professional development. She has accessed courses to enhance her knowledge and skills, which the children benefit from. The childminder works with an assistant and carries out regular supervisions to continually monitor her practice. In addition to this, the childminder and her assistant use some opportunities to learn from each other. However, the childminder has not considered further ways to raise the quality of teaching to a higher level. Therefore, even though teaching is good, it has the capacity to be improved. The arrangements for safeguarding are effective. Children's safety is rigorously promoted. The childminder and her assistant clearly know what to do if they have concerns about a child in their care.

### Quality of teaching, learning and assessment is good

The childminder has a good knowledge and understanding of how children learn. She uses observations of children's learning effectively to identify and plan for their next steps. Children are keen and motivated to learn. The childminder is fully aware of this, providing a range of stimulating activities to help all children to make good progress. For example, the childminder enthusiastically talks about the changes in autumn and encourages children to count and sort objects, such as leaves and conkers. However, at times, the childminder tends to rush planned activities and does not always provide children with enough opportunities for them to learn from these experiences. Nevertheless, children have access to resources within the environment which supports them to lead and direct their own play. Children play for long periods of time in the outdoors. They develop their physical skills as they mix pretend potions made from soil and a selection of other natural materials.

### Personal development, behaviour and welfare are good

The childminder and her assistant are fully aware of the importance of children feeling secure and comfortable in the home. They collaborate well with parents and implement good settling-in procedures to suit children's emotional well-being. Children quickly become accustomed to their new environment and they are very happy, playing confidently with their peers. Children are supported to learn about people and places in the local community. They make new friends during visits to the local playgroups and visit places of interest, such as the local farm. Children eat healthy foods and their independence is developing, as they learn how to manage their self-care needs. Children receive plenty of fresh air and exercise as they play in the garden each day.

### Outcomes for children are good

All children make good progress in relation to their starting points. Children are beginning to develop positive attitudes towards learning and are keen to try out new experiences, which prepares them well for their next steps.

## Setting details

<b>Unique reference number</b>	EY394625
<b>Local authority</b>	Warrington
<b>Inspection number</b>	874011
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21 May 2012
<b>Telephone number</b>	

The childminder was registered in 2009 and lives in Warrington. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder works with an assistant.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

