

# Childminder Report

**Inspection date**

6 November 2015

Previous inspection date

21 January 2009

<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		Not applicable	

## Summary of key findings for parents

### This provision is good

- The childminder has built strong partnerships with the local school children attend. High priority is given to ensuring activities at her setting complement those undertaken at school. Children are keen to take part in activities and show motivation to learn.
- The childminder's home is warm and welcoming. Children are happy and confident individuals. They benefit from secure relationships with the childminder, who treats them with kindness and respect. Children display high levels of confidence and self-esteem.
- Partnerships with parents are very good. Parents are successfully involved in their children's learning. They are kept fully informed of children's ongoing achievements and asked to contribute to the self-evaluation of the setting.
- Children are supported to lead a healthy lifestyle. Children visit an allotment where they learn about how food grows and how to make healthy food choices. Children visit the park and are taken on many different outings in the local community. These help children develop their physical and social skills.
- The childminder demonstrates a commitment to promoting high-quality provision. She has addressed recommendations made at her last inspection and uses self-evaluation to prioritise further improvements at her setting.

### It is not yet outstanding because:

- The childminder does not always maximise opportunities for children to extend their language and thinking.
- The childminder does not provide children with various ways to explore text and understand how this can be used in different contexts and situations to help extend their literacy skills.

## What the setting needs to do to improve further

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

- provide even more opportunities for children to extend their language and thinking skills
- provide even more varied opportunities for children to understand that print carries meaning and can be used in many different ways to support their developing literacy skills even further.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector checked the outdoor area was safe.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to the childminder and the children throughout the inspection. She looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of other adults who live at her home.
- The inspector spoke to one parent during the inspection and took account of their views. The inspector also took into consideration the views of other parents, collated from references and parental questionnaires.

### Inspector

Donna Birch

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good range of policies and procedures, to support her in ensuring the provision provides children with a safe and secure environment. The childminder has attended child protection training and holds a valid paediatric first-aid qualification. Risk assessments are completed and these cover all aspects of the childminder's home and outings. The childminder's good knowledge and experience of how children learn, enables her to observe children and make accurate assessments. She is committed to further professional development and has accessed a variety of different courses to extend her already good understanding of child development. This also helps her to continue to improve outcomes for children and their families. The childminder regularly encourages parents to look at and discuss their children's learning journal folders. She also makes good use of daily conversations and texts to ensure information is effectively shared.

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

The childminder is well qualified and experienced. She provides a wide range of resources and activities suitable for children of all ages and stages of development. Children particularly enjoy crafts and mark-making activities. Some activities are planned to complement the learning children undertake at school, for example, writing and mathematics. The childminder successfully incorporates these into play and activities that are closely linked to children's interests. Children participate well and have good imaginative skills and small-physical skills. Children demonstrate their developing communication skills. They talk confidently about their personal experiences and what they have learnt at school. However, the childminder does not always use a variety of different questions to help children extend their vocabulary and thinking even further. Children are supported to deepen their understanding of mathematics. The childminder encourages them to count during play and everyday routines. Children talk confidently about time, shape and proportion as they play.

### Personal development, behaviour and welfare are good

Good settling-in procedures are in place and are used well by the childminder. This helps her to ensure children and parents have their needs met at the start of placement. Children are confident and independent individuals. They place away their own belongings and confidently pour their own drinks at snack time. Children have a good understanding about hygiene practices. They wash and dry their own hands at appropriate times. Children work very well together and show care and concern for each other. Older children help younger children to set out the mat for snack and prepare snack items. The childminder talks to children about the safety rules and includes them in negotiating safety and behaviour boundaries. Children behave extremely well. Resources are plentiful and well maintained and allow children some opportunity to make independent choices in their play.

## Setting details

<b>Unique reference number</b>	EY303838
<b>Local authority</b>	Warrington
<b>Inspection number</b>	861823
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	5 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21 January 2009
<b>Telephone number</b>	

The childminder was registered in 2005 and lives in the Great Sankey area of Warrington. She operates all year round except for bank holidays and family holidays. Sessions are from 7.45am to 6pm, Monday to Friday during term time and in the holidays, from 8am to 6pm Monday to Thursday. The childminder holds an appropriate qualification at level 3.

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