

# Childminder Report

**Inspection date**

16 June 2016

Previous inspection date

9 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder provides clear boundaries and gentle guidance to help each child quickly understand her expectations. Children are exceptionally well behaved and they learn to be kind and tolerant towards their friends. They form extremely close relationships with each other and with the childminder and the atmosphere is very positive.
- The childminder is dedicated to providing a highly stimulating environment for children. Her home, both indoors and outside, is safe and inviting. Children can freely explore independently and have access to a range of high-quality resources.
- The well-qualified childminder has a secure understanding of how children learn. She interacts very well with them and skilfully questions them to support their communication and language development.
- Good partnership working with parents ensures that children receive consistent care and learning from the start. Parents speak very highly of the childminder and they are kept well informed of their children's progress in learning.
- Even very young children are developing an excellent understanding of how to lead healthy lifestyles. For example, they talk to the childminder about making healthy food choices, such as fruit and vegetables and understand that when they exercise they need to drink plenty of water.

### It is not yet outstanding because:

- Although there is a programme for ongoing professional development, this is not yet aimed at raising the quality of teaching to an even higher level.
- Assessment does not always give a clear view of children's next steps in learning, to further enhance their progress.

## What the setting needs to do to improve further

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

- plan and implement an astute programme of professional development that is aimed at raising the overall quality of teaching and practice to the highest level
- use assessment more effectively to track children's learning so that even more precise next steps for learning are identified, to help children achieve at a higher level.

### Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector jointly observed and discussed with the childminder the teaching and learning activities provided.
- The inspector took account of the views of parents, carers and children, including those expressed in recent letters.
- The inspector checked evidence of the suitability of members of the household and the childminder's qualifications.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures and the childminders self-evaluation.

### Inspector

Rachel Deputy

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is committed to providing children with good quality care and learning experiences. She regularly reflects on and evaluates her practice, and seeks the views of parents and children to try and identify ways to improve this further. The childminder regularly attends mandatory training, such as child protection and first aid. The arrangements for safeguarding are effective. The childminder has a good understanding of safeguarding procedures. She can identify the possible indicators of abuse and knows the appropriate action to take if she has concerns about a child in her care. The childminder's risk assessments and daily checks of the premises are thorough, with appropriate steps taken to minimise risks and help keep children safe.

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

The childminder plans interesting activities that motivate children to learn. For example, she uses children's interest in books to develop their understanding of feelings. Children are supported to relate experiences of the characters in familiar stories to events in their own lives. The childminder provides opportunities for children to explore, investigate and learn through first-hand experiences. For example, children experiment with water flow, using a variety of different sized containers and funnels. They are motivated and engaged for extended periods. The childminder gets down to children's level. She watches them in their play, carefully listens, and identifies opportunities to involve herself in activities to build on their learning further. The childminder supports children's mathematical skills well. She talks about quantities and encourages children to count and compare sizes.

### Personal development, behaviour and welfare are outstanding

The childminder gathers a wealth of information from parents at the start to find out about children's care needs and routines at home. She uses this information well to provide children with consistency which helps them to settle quickly and feel secure. The childminder is highly successful in promoting children's independence and self-esteem. She gives children ample opportunities to develop their wider social skills at local groups where they mix with other children and adults. Children spend time outdoors and delight in playing in the fresh air. They test out their excellent physical skills as they climb the steps of the slide and learn to pedal on their bicycles. The childminder helps children learn how to keep themselves safe from harm as they take risks and learn to assess danger. When out walking in the community, children are fully aware that they must not move further than stopping points identified by the childminder.

### Outcomes for children are good

All children make good progress in all areas of learning. They develop many skills that help prepare them for the next stage in their learning such as starting school. They learn to share and take turns and become more independent. Children attempt to complete simple tasks such as putting on their shoes for themselves and know when to ask for help. They have many opportunities to develop their early reading and writing skills and they make good progress with developing their early mathematical skills.

## Setting details

<b>Unique reference number</b>	314973
<b>Local authority</b>	Warrington
<b>Inspection number</b>	847676
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 November 2011
<b>Telephone number</b>	

The childminder was registered in 1999 and lives in Appleton, Warrington. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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