

# Childminder Report

**Inspection date**

29 July 2016

Previous inspection date

20 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- The quality of the setting has significantly improved. The childminder has addressed the weaknesses raised at the last inspection.
- There are effective monitoring systems in place to help identify gaps in children's learning. This childminder knows how to get the support children need from other professionals when necessary.
- Partnerships with other settings children attend are well established. There is a regular exchange of information with the childminder which enables children's learning to be seamlessly promoted between the two settings.
- Through professional development the childminder has developed her knowledge of supporting children's learning. She now provides activities that promote all aspects of children's development.
- The childminder sets suitable behaviour rules and is skilled in supporting younger children's behavioural development. Children's achievements are praised which helps to build their self-esteem. They demonstrate good manners and are polite.

### It is not yet outstanding because:

- The childminder does not consistently support children to use and recognise words in both English and their home language.
- Sometimes, children are not able to be as independent in their decision making. Opportunities for them to choose resources they want to play with are not well supported.

## What the setting needs to do to improve further

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

- find more ways to help children to further extend their vocabulary and recognise words in their home language and in English
- promote further children's independent decision making and enable them to make choices about the toys and resources they want to use.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector evaluated an activity with the childminder.
- The inspector spoke with the childminder throughout the inspection. He looked at relevant documentation, such as children's learning records, self-evaluation and evidence of the suitability of all those living on the premises.
- The inspector took into account the views of parents through their written feedback to the childminder.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has high expectations of herself and the children. She strives to help children to be well prepared for school and make good progress. She checks children's development to make sure they are reaching their milestones. The childminder has developed her knowledge and skills by attending local network meetings, researching new ideas and seeking advice from her local authority advisor. She also seeks the views of others well in order to improve her practice. The childminder has identified ways to improve her skills even further, such as training on supporting children's early writing skills. The arrangements for safeguarding are effective. There are robust policies and procedures in place which are shared with parents. The childminder has a good understanding of keeping children safe and knows what to do if she has a concern about a child in her care.

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

The childminder provides activities and experiences that are varied and well matched to children's interests and stages of development. They benefit from a good balance of adult-led and child-initiated activities. The childminder adapts her teaching well to meet the needs of younger and older children. Parents share information about their children's achievements and interests at home. The childminder makes good use of information gained from observation and assessment to plan for the individual learning needs of each child. The quality of interaction is very good. This childminder gives children encouragement and helps them to develop and enhance their own ideas and direct their play.

### Personal development, behaviour and welfare are good

Children are happy to leave their parents, make themselves at home and settle quickly. Children are emotionally well prepared for school and nursery. For example, they visit the local school regularly, enabling them to meet teachers and become familiar with the environment. The childminder effectively promotes children's healthy lifestyles. She teaches them to follow good hygiene routines and eat a healthy diet to support their understanding of healthy lifestyles. Children enjoy lots of opportunities to be outdoors and play in the garden. They are developing their growing physical skills.

### Outcomes for children are good

Children are making good progress. Gaps in children's learning are closing as they receive the support they need, such as speech and language therapy. All children are developing the key skills to support their future learning and to be ready for school. For example, older children sit and concentrate on activities. Younger children are beginning to recognise colours and show an interest in counting. Children are becoming confident communicators and they are developing their language skills.

## Setting details

<b>Unique reference number</b>	EY344116
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1043667
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 February 2014
<b>Telephone number</b>	

The childminder was registered in 2006 and lives in Sandbach, Cheshire. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-year-old children. She occasionally works with another childminder.

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