

# Childminder Report

**Inspection date**

14 September 2016

Previous inspection date

28 January 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 experienced, well-qualified childminder demonstrates her commitment to providing the best possible care and learning for children. Parents comment that their children see the provision as a home away from home. They report that children are happy and excited about going to the childminder's house.
- The childminder is a calm and positive role model. Children copy her and this helps them learn to be caring and to respect other people.
- The childminder promotes children's communication and language development effectively. Children continuously learn new words as they talk, read and play with the childminder. They begin to hold conversations about past, present and future events and experiences.
- The childminder makes regular observations of children's learning. She summarises children's progress accurately and completes the progress check for children aged between two and three years. Parents comment that they feel well informed about children's learning and development.
- The childminder plans interesting activities that help children learn new skills. For example, she made plans for children to join in with preparing meals. Using cooking utensils helped to promote children's physical development and they learned more about making healthy choices in their diet.

### It is not yet outstanding because:

- The childminder identifies too many next steps for children's learning. As a result, teaching sometimes lacks precision and children do not make the best possible progress in their learning.

## What the setting needs to do to improve further

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

- be more selective in identifying what children need to learn next so that teaching is more-precisely targeted and children are supported to make really rapid progress in their learning.

### Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. The inspector assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector took account of the views of parents and carers.

### Inspector

Susan King

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder works hard to promote children's well-being and progress. She seeks out and implements support, advice and new ideas from a range of sources to help continually improve her provision. For example, she wanted to increase her confidence in promoting children's early literacy effectively. She worked in partnership with other settings children attend, so that her teaching of phonics corresponded to theirs. She tried out interesting ideas, such as attaching the letters of children's names to the roofs of toy cars. Children had fun parking cars in the right order to spell their names and the childminder improved her knowledge and understanding of how children learn to read. The childminder implements policies and procedures that keep children safe. Arrangements for safeguarding are effective. The childminder updates her child protection procedures in line with changes to local arrangements for reporting concerns about children's welfare.

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

The childminder knows the children well. She takes account of their interests and preferences when she selects and sets out toys and activities. When children choose to play with the small-world farm, the childminder gives them time to play and explore independently. They ask her questions about items they do not yet recognise and she helps them to learn new words. She skilfully introduces ideas about the relative sizes of the animals and this promotes children's early understanding of measurement. Children are eager, self-motivated learners who watch and want to copy their older peers. For example, they demonstrate their enthusiastic drumming skills and sense of rhythm when they play on the drum kit. Children play games that teach them to match pictures, colours and shapes.

### Personal development, behaviour and welfare are good

Children demonstrate that they like and trust the childminder. The childminder devotes her time and attention to the children and clearly enjoys their company. Children learn consistent rules for their behaviour and they begin to develop self control. For example, when they draw on big pieces of paper, children know that they should draw on the paper but not the kitchen floor. The childminder encourages children to be independent. For example, young children learn to drink from open cups. The childminder praises children's achievements and effort and so children try hard and succeed in their learning. Resources in the provision are well chosen and well maintained.

### Outcomes for children are good

All children make good progress in their learning. They acquire the skills, knowledge and interest in learning that prepare them well to start school. Children behave well and are helpful towards each other. They follow simple routines that keep them safe. They know that they have to wear a hat and use sun cream to protect themselves when the weather is hot. Children wash their hands and feed themselves at mealtimes. Children draw with increasing skill. They begin to use a tripod grip to hold their pencil. Children know that books are interesting and informative. They can recall the main events in familiar stories. Children know the words and actions to a wide range of songs and rhymes.

## Setting details

<b>Unique reference number</b>	EY365929
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1043450
<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 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 January 2014
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in Walgherton, Nantwich. Her provision operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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