

Childminder Report

Inspection date

28 November 2016

Previous inspection date

11 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 childminder provides a welcoming, supportive environment which helps children to feel a sense of belonging. Children flourish and are free to choose from a wide range of good quality resources suited to their age and development.
- The childminder has a good knowledge of how children learn through play. She uses observations well to plan a range of interesting activities which engages and supports children's learning and development.
- Children are happy and settled. The childminder praises and values their efforts and contributions which builds their self-esteem and confidence.
- The childminder regularly updates parents about their children's progress and how they can support their learning at home. Parents are very complimentary about the childminder. They are very happy with the care and rich learning experiences that she provides.
- The childminder has made significant improvements since her last inspection. She has accessed a range of training to help her raise the quality of her provision and is committed to raising standards further through ongoing professional development.

It is not yet outstanding because:

- The childminder does not seek highly detailed information from parents about children's prior achievements when they first start at the setting.
- Occasionally, the childminder overlooks opportunities to further challenge children during planned activities.

What the setting needs to do to improve further

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

- involve parents more effectively in sharing information about what their children already know and can do, in order to help inform the assessments of the starting points for children's learning
- make the most of planned activities to provide opportunities for further exploration and challenge, and to help children make the best possible progress.

Inspection activities

- The inspector observed activities and interactions between the childminder and the children, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector looked at relevant documentation, such as children's records and discussed the childminder's policies and procedures.
- The inspector took account of their views through discussions and looked at written feedback during the inspection.

Inspector

Isobel Ford

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of her responsibilities to protect and safeguard the children in her care. She recognises the indicators that may suggest a child is at risk of harm and implements robust policies and procedures to promote children's welfare and safety. The childminder is well organised and regularly reflects on her provision, meeting with other childminders in order to share ideas and discuss good practice. The childminder gathers the views of parents to help her evaluate and focus on improvements. She recognises her strengths and areas for development to help her make positive changes. The childminder implements effective assessment and monitoring systems to help her identify and address any gaps in children's learning.

Quality of teaching, learning and assessment is good

The childminder engages in children's play enthusiastically. Children develop early literacy skills as she skilfully provides a narrative to their play, introducing new vocabulary and gently reinforcing pronunciation. The childminder gives children time to respond and listens carefully to value and encourage their interactions. For instance, she plays peepo with the end of a large tube, naming the parts of their face and encouraging speech in return. The childminder effectively promotes number skills and the language for size within play. She counts the number of trains on the track and questions which are the biggest and which trains are small. Children are introduced to problem solving as they work out which toy will roll through a tube and which is too big. Children's interests and learning needs are considered fully when planning for their next steps. For example, children who enjoy being active are able to splash with water inside. They have access to resources for pouring and filling to develop their physical skills, concentration and engagement.

Personal development, behaviour and welfare are good

The childminder is nurturing and children settle quickly in her care. They develop close emotional attachments to the childminder, readily going to her for cuddles and support as they play and learn. The childminder takes children on visits to local parks, groups and sessions at the library. She supports healthy lifestyles well, providing access to daily exercise and fresh air. Effective hygiene routines are in place and children are learning about the benefits of a healthy lifestyle. The childminder encourages good manners and is a good role model. She provides clear and consistent boundaries for children, gently explaining and modelling how to share, take turns and be kind to each other.

Outcomes for children are good

Children are inquisitive and confidently explore the toys and resources available to them. They are encouraged to be independent as they make choices in their play. Children listen to and respond to the childminder well. They show that they can use their imaginations as they begin to engage in role play with dolls, imitating the actions of adults. Children make good progress and develop the key skills needed in preparation for the next stages in their learning, including school.

Setting details

Unique reference number	402480
Local authority	Cheshire West and Chester
Inspection number	1058157
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 2
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	11 August 2015
Telephone number	

The childminder was registered in 2001 and lives in Northwich, Cheshire. She operates all year round from 7.30am to 6pm on Monday to Friday, except for bank holidays and family holidays.

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