

Childminder Report

Inspection date

21 September 2017

Previous inspection date

4 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder builds extremely strong bonds with children. Children are exceptionally happy in the childminder's care. They are reassured by her genuine warm interactions. Children flourish emotionally.
- The childminder is well organised and is passionate about her job. She approaches her practice with enthusiasm and enjoyment. Her motivation has a positive impact on the quality of service provided.
- Partnerships with parents are good. Parents enjoys regular, two-way communication with the childminder about children's daily achievements and ongoing progress. They comment, 'I am continually impressed with the consistently high standard of care that my children receive'.
- Children benefit from a range of spontaneous play and precisely planned activities. This mix ensures children enjoy their learning and are well supported in their development.
- The childminder completes accurate observations of children's progress. She identifies clear next steps to extend children's learning further. Children make good progress.

It is not yet outstanding because:

- The childminder's current self-evaluation system is not sharply focused to identify precise priorities to improve, to drive development even further.
- The childminder does not implement a specific plan for professional development to ensure her knowledge and skills are continually improving to impact on the already good quality of service.

What the setting needs to do to improve further

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

- strengthen self-evaluation systems to identify precise priorities to improve, to drive development even further
- expand knowledge and skills further and implement a targeted plan for professional development.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Michelle Jacques

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder understands the signs and symptoms that may indicate a child is at risk from harm. She has good knowledge of how to record and report concerns about children's welfare, promoting their safety. Children who attend more than one setting are well supported. The childminder works closely with teachers and nursery workers. This helps to ensure her practice is complementary to other settings children attend. The childminder monitors children's progress. She quickly identifies gaps in development and implements plans to close them when they emerge. The childminder reviews the safety of her home regularly. Risk assessments are effective to identify and minimise potential risks to children. Children learn in a safe environment.

Quality of teaching, learning and assessment is good

The childminder plans interesting activities that build on children's previous achievements and support further learning. She ensures that children's interests are incorporated into play. Consequently, children remain engaged and enthused in their learning. Children's communication and language development is well supported. The childminder engages children in conversation, asks open questions and introduces new words to extend their vocabulary. For example, when children add colour to water the childminder asks what they think will happen? Quality teaching contributes to children's language and critical-thinking skills. The childminder is an attentive role model. When children become engrossed in their play, the childminder suggests ideas to extend learning further. For example, mathematical language is introduced when children are encouraged to count toy fish as they play in the water. Children are well supported and make good progress.

Personal development, behaviour and welfare are outstanding

The environment is exceptionally stimulating. The childminder provides a superb range of play materials that inspire and captivate children as they freely explore. The first-class environment ignites children's curiosity and supports their independence. Children's emotional well-being is given the highest priority. The childminder provides extremely personalised care for each child. For example, children proudly show the inspector individual handtowels printed with their favourite characters. They say, 'This is my towel and I am special'. The childminder's exceptional attention to children's care promotes an extraordinary sense of belonging. Children emotionally thrive and behave well, supported by a sensitive and responsive childminder. Children grow fresh fruit in the garden. They learn about where food comes from and develop a positive attitude to a healthy lifestyle.

Outcomes for children are good

All children make good progress. They are developing the necessary skills for the next stage in their learning and the eventual move on to school. Children are confident and independent. They approach learning with enthusiasm and a positive attitude. Children show an interest in books. They concentrate as they listen to stories and are eager to discuss illustrations. Children develop sound communication and language skills.

Setting details

Unique reference number	EY366224
Local authority	Halton
Inspection number	1065089
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 9
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	4 November 2013
Telephone number	

The childminder registered in 2007 and lives in Widnes. She operates all year round, from 8am until 5.30pm, Monday, Tuesday and Thursday, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

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