

Childminder Report

Inspection date

26 September 2017

Previous inspection date

8 October 2012

| 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 | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The childminder has a good understanding of her role and responsibilities gained over many years as a registered childminder. She organises her provision well. The childminder is aware of the strengths of her setting and identifies areas for improvement to continue to make positive changes.
- The childminder knows the children well and assesses their progress. She has a good working knowledge of the learning and development requirements and provides activities which help children achieve the next steps in their development.
- Children are very comfortable and confident in the homely environment. They confidently select activities and are proud of their achievements. They are making good progress in their social and communication skills.
- Children work well together during activities and are supportive and helpful to their friends. The atmosphere is very pleasant as these young children chat to one another as they play.

It is not yet outstanding because:

- The childminder is not currently accessing targeted professional development to continue to enhance her teaching skills.
- The childminder does not share enough of her knowledge with parents about how they can keep their children safe and support their child's next steps in learning at home.

What the setting needs to do to improve further

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

- build even stronger skills and expert knowledge through a more focused ongoing programme of professional development to help develop practice to the highest level
- develop further the exchange of information with parents about how they can appropriately support their child's welfare and learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector had a discussion about an activity with the childminder.
- The inspector had discussions with the childminder and children. She looked at relevant documentation, such as a selection of policies and children's records.

Inspector

Sarah Rhodes

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder knows how to identify the signs and symptoms that may indicate a child is at risk from harm and who to report those concerns to. High priority is given to children's safety. The childminder is very aware of items which may pose a choking hazard and puts measures in place to minimise potential risks and promote children's safety. She works in close collaboration with all parents and takes their views into consideration when planning improvements to her service. The childminder ensures she completes all required training.

Quality of teaching, learning and assessment is good

The childminder's teaching is good. She carefully observes children's progress and builds a good understanding of their abilities, both through more formal observations and incidental assessments during general play. For example, she notes that a child can confidently count to 10, but does not recognise the sequence of written numbers when completing a clock jigsaw. This is one way she tracks children's development and identifies areas where she needs to provide additional activities to boost their learning. The childminder encourages children to develop a love of books and concentrate for extended periods of time. For example, she uses books which relate to a child's interest in dinosaurs and uses props or relates the story to the children's real-life experiences. Children's ability to learn to speak clearly is well supported through meaningful conversations.

Personal development, behaviour and welfare are good

The close relationships children build with the childminder mean their emotional well-being is well supported. The childminder encourages children to think about their emotions and how other people show their emotions through their facial expressions. She ensures children develop a good understanding of healthy lifestyles by providing opportunities for regular exercise. The childminder works with parents to help children with physical milestones, such as toilet training.

Outcomes for children are good

Children are enthusiastic learners who are very keen to join in with activities. They acquire key skills they need for the move on to primary education. All children are making expected progress in all areas of learning and are working comfortably within the range of development typical for their age. Where children are identified as having made less than expected progress in their ability to communicate, professional advice is sought to develop learning experiences which support them to make more progress. Children are gaining independence skills as they move around the environment with confidence.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 304030 |
| Local authority | Cheshire East |
| Inspection number | 1059508 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 7 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of registered person | |
| Date of previous inspection | 8 October 2012 |
| Telephone number | |

The childminder registered in 1987 and lives in Crewe, Cheshire. She generally operates during term time only, but will care for children in school holidays by prior arrangement. Sessions are from 8am to 6pm, Monday to Friday.

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