

Childminder Report

Inspection date	30 October 2017
Previous inspection date	14 February 2014

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 works well in partnership with parents and other providers, to meet children's needs. She keeps parents informed about their child's progress and provides resources to support their continued learning at home. She shares information with other settings children attend, to help to provide continuity in their care and learning.
- The childminder uses her good knowledge of how young children learn, to plan stimulating activities. She monitors their progress accurately and uses this information skilfully to tailor planning and ensure it is matched to their stage of development.
- The childminder supports children's emotional security successfully. Children enjoy warm, affectionate relationships with the childminder and are happy and secure. They develop their understanding of feelings and how people express these. For example, they look at their reflections in mirrors to explore a range of facial expressions.
- Children make good progress in their learning and gain a broad range of useful skills that prepares them well for their future learning.

It is not yet outstanding because:

- The childminder has not fully considered how to enable younger children to explore creative activities more freely.
- The childminder does not recognise when to adapt activities to help children to gain a deeper understanding of their discoveries and make even better progress.

What the setting needs to do to improve further

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

- provide more opportunities for younger children to access creative activities
- recognise when to adapt activities, to support children's spontaneous ideas and help them to expand their understanding even further.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection, and carried out a joint evaluation of the teaching and learning, with the childminder.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector looked at relevant documentation, such as policies and children's records.
- The inspector took account of parents' views.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of how to keep children safe. She has a clear understanding of the process to follow should she need to report any concerns about a child's well-being. The childminder is committed to improving her professional skills, carries out research and attends training to extend her teaching skills. For example, recent training has helped her to identify further ways to promote children's good health with parents. The childminder reflects effectively on the provision and is continually looking to improve outcomes for children. For example, she has identified ways to extend even further, information gathered from parents when children first start.

Quality of teaching, learning and assessment is good

The childminder is skilled in helping young children to develop their language and communication skills. For example, she provides a commentary during children's play, repeats key words and phrases and listens carefully to what they say. The childminder provides children with a good range of activities to support their literacy skills. Children enjoy using a range of mark-making tools, share books and benefit from seeing their names regularly. The childminder makes effective use of opportunities to help children to develop their mathematical understanding. Children learn to count, sort objects and recognise shapes. The childminder plans interesting activities to support children's understanding of the world. Children learn about seasonal changes and how to care for plants they have grown from seeds.

Personal development, behaviour and welfare are good

The childminder is a good role model and children respond positively to her. She provides them with clear expectations and behaviour is good. They develop good social skills and learn to respect the unique qualities of people they meet. The childminder effectively supports children to become independent learners. Young children explore confidently and make decisions in their play. Children enjoy opportunities to develop their sense of responsibility, for example, by helping with everyday tasks, such as tidying up.

Outcomes for children are good

Children persevere and concentrate well as they solve problems. They work out how to position stacking blocks to complete a puzzle. They identify which way to place trains to allow their magnets to attract and join them together. Children progress well with their communication and language skills. They listen carefully, follow instructions and are keen to practise new sounds. They learn about the use of technology and experiment with controls to generate different effects, such as increasing the speed, pitch and volume of a song.

Setting details

Unique reference number	402469
Local authority	Cheshire West and Chester
Inspection number	1087132
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 1
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	14 February 2014
Telephone number	

The childminder registered in 2001. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant early years qualification at level 3. The setting receives funding to provide free early education for two-, three- and four-year-old children.

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