

Childminder report

Inspection date	29 October 2018
Previous inspection date	19 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The well-qualified childminder demonstrates her commitment to providing the best possible care and learning for children. She makes the most of opportunities to extend her professional knowledge and skills. This is demonstrated when she implements changes to meet requirements.
- The childminder understands how children learn. She skilfully organises the indoor and outdoor areas so that children can move freely between self-chosen activities. She creates interesting combinations of new and familiar toys and other resources. This surprises children and helps to stimulate their thinking.
- The childminder observes children and makes accurate assessments of their attainments. She takes account of children's interests. For example, children enjoy pretending to share out a toy birthday cake. The childminder counts the candles and this helps to promote children's understanding of numbers and quantity.
- Partnerships with parents are strong. The childminder gathers information about children's development when they first start to attend the provision. Parents comment that they feel well informed about children's progress. They say that children look forward to coming to play at the childminder's home.

It is not yet outstanding because:

- The childminder does not fully consider the quality of her teaching and the impact that this has on children's progress when she evaluates her provision.

What the setting needs to do to improve further

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

- make better use of what is known about the quality of teaching so that plans for improvement are sharply focused and lead to excellent outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. She discussed a planned activity with the childminder. She assessed the impact that interactions and activities have on children's learning.
- 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 leadership and management is good

Safeguarding is effective. The childminder attends child protection training that refreshes her knowledge and understanding of local procedures. She knows the action she must take if she is concerned that a child may be at risk of harm. The childminder identifies and minimises hazards to children in her home. For example, she teaches children to carefully negotiate the step when they go into the garden. The childminder works in partnership with other settings. This is demonstrated when children start school or attend nursery. She shares a summary of children's progress and interests and this helps to promote continuity in their care and learning.

Quality of teaching, learning and assessment is good

The childminder identifies next steps for children's learning. She plans activities that help them to make progress. For example, the childminder wants to help children to develop small-muscle skills. She asks them to squeeze bottles of paint to make the paint come out. They press their fingers as hard as they can onto sealed bags of slime to make the plastic eyes move around inside. The childminder talks with children about what they are doing and this helps to promote their communication skills, and extend their vocabulary. For example, children play with a small-world helicopter. They use words about direction and speed as it takes off and lands. The childminder helps children to have their own ideas about where it is going.

Personal development, behaviour and welfare are good

The childminder makes effective use of a wide range of resources in her teaching. This is exemplified when she helps children to explore the properties of the ice that they find in the garden. They look closely at the patterns in the ice and discover that there are leaves trapped in it. Children watch with fascination when the childminder drops the thinner sheets so that they shatter. Children develop confidence and independence. For example, younger children learn to drink from an open cup. The childminder establishes consistent routines and this helps children to develop self-control. For instance, children busily get ready when it is time for an afternoon sleep. They demonstrate that they feel happy and secure in the childminder's home.

Outcomes for children are good

Children are eager learners who acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children develop a wide vocabulary in the context of interesting activities and conversations. They enjoy listening to stories and know that printed words carry meaning. They begin to understand that sounds are represented by written letters. Children develop small-muscle skills and this helps to promote their early writing. This is demonstrated when they use chalks to make lines and circles on the blackboard. Children exercise regularly and begin to understand why this is important.

Setting details

Unique reference number	EY473617
Local authority	Trafford
Inspection number	10069849
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	19 August 2014

The childminder registered in 2014 and lives in Altrincham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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