

# Childminder report

<b>Inspection date</b>	27 November 2018
Previous inspection date	31 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Met	<b>2</b>
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

### This provision is good

- The childminder works closely with parents from the outset and communication between them is strong. For example, they each share regular detailed information about children's care routines, progress and achievements.
- Children are settled and form strong attachments with the childminder. They separate from their parents with ease and happily play and engage with the childminder throughout the day. They behave well and show good levels of confidence and self-esteem.
- Children make decisions about where to play and choose to spend vast amounts of time in the outdoors. This enables them to access plenty of fresh air and exercise and helps to support their good health and physical well-being.
- The childminder plans for children using her good knowledge of their priorities for learning and current interests. She chooses resources and activities that she knows children enjoy and she prepares these in advance for children's arrival. This helps children to become motivated and interested in learning. Children make good progress in all areas of their learning and development.
- The childminder does not consistently provide children with enough time to think and respond to the questions that she asks.
- The childminder does not focus her professional development precisely enough on helping her to develop her teaching skills to an outstanding level.

## What the setting needs to do to improve further

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

- allow children enough time to think and respond to questions and help to develop their speaking skills even further
- focus professional development plans more precisely on helping to raise the quality of teaching to an outstanding level.

### Inspection activities

- The inspector observed the childminder's interactions with children during activities and free play. She assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated the teaching with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector viewed a range of documents and checked evidence of the suitability of adults living on the premises.
- The inspector spoke to one parent in person and viewed written feedback provided by parents prior to the inspection and she took account of their views.

#### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good awareness of her responsibility to protect children from harm. She understands how to recognise the signs and symptoms of abuse and neglect, and knows the referral processes in place in the event of a concern arising about a child's safety or welfare. The childminder regularly reviews her provision and reflects on how changes may benefit children. She seeks the views of parents and makes changes based on their suggestions. For example, parents contribute their ideas about new equipment and resources that the childminder introduces.

### Quality of teaching, learning and assessment is good

The childminder observes children and tracks their progress accurately. She provides children with opportunities to develop the skills required for future learning. For example, two-year-old children enjoy playing with dough and a range of tools and cutters. Children maintain excellent levels of concentration as they use their hands to roll, squeeze and manipulate the dough into chosen shapes. This helps to strengthen their finger muscles in preparation for early writing. The childminder extends children's learning as they play. For example, she asks children to count the shapes and explore concepts, such as making comparisons between size and quantity. This helps to support children's mathematical understanding further. The childminder provides a range of opportunities for children to practise and develop their physical skills. Children confidently move around on scooters and in toy cars. They demonstrate good balance and coordination. The childminder provides parents with support to enable them to build on children's learning and development at home. For example, she provides parents with literature to help them to introduce toilet training and she sends home dough recipes and activity ideas.

### Personal development, behaviour and welfare are good

Children are eager to become independent. For example, two-year-old children put their coats on for outdoor play and hang them up again when they return inside. They ask to use the toilet and wash and dry their hands afterwards, with some help. Food that the childminder provides is healthy and she encourages children to make good choices. For example, she offers a variety of fruits at snack times that children enjoy. The childminder values the importance of helping children to develop good social skills. For instance, she attends weekly playgroups and takes children on outings to parks and libraries. This also contributes to their understanding of the world around them. Additionally, the childminder explores a range of cultural celebrations with children. For example, she recently explored the festival Diwali through activities and stories.

### Outcomes for children are good

Children have good imaginations. For example, they pretend to make ice creams and enjoy pretending to taste and describe the different flavours. Children keep trying when presented with a challenge. For instance, when completing an inset jigsaw, with some gentle encouragement from the childminder, children turn the pieces around and are delighted when they succeed.

## Setting details

<b>Unique reference number</b>	EY437345
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10083252
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	31 July 2014

The childminder registered in 2011 and lives in Warrington. She operates all year round, from 7.30am until 6pm, Monday to Friday, with the exception of bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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