

# Childminder report

<b>Inspection date</b>	8 January 2019
Previous inspection date	7 August 2015

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

### **This provision is good**

- The childminder and her assistant provide a warm and nurturing environment, and they embrace positive relationships with the children and their families. Parents speak highly of the services provided by the childminder and commend her for helping their children flourish and thrive.
- The childminder is experienced and well qualified. She keeps up to date with policy changes and accesses a wide range of training programmes.
- Teaching has a positive effect on children's progress. The childminder and her assistant have a good understanding of child development. They encourage children to learn through play by providing a variety of enjoyable learning opportunities that reflect children's interests, skills and knowledge.
- The childminder and her assistant positively promote and model language and communication skills very well. They introduce new words during children's play and capture their interests and fascinations. Children are confident communicators who are eager to join in with conversations.
- Children are self-assured, polite and independent. The childminder and her assistant teach them about acceptance and being respectful and tolerant. They discuss similarities and differences in the world around them.
- The childminder has good relationships with parents, but she does not share enough information about children's learning and development with them.
- Although the childminder and her assistant offer children a wide range of resources and experiences, they do not consistently identify how children's play experiences can be extended further to provide children with additional challenge.

## What the setting needs to do to improve further

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

- strengthen ways that information regarding children's learning is shared with parents, to provide opportunities for them to be more involved
- make the most of opportunities to provide children with higher levels of challenge, to further enhance their development.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a discussion about a focused activity with the childminder.
- The inspector had discussions with the childminder, her assistant and the children. She looked at relevant documentation, such as policies and procedures and children's records.
- The inspector checked evidence of the suitability of the childminder, her assistant and other household members.
- The inspector read written feedback from parents and took account of their views.

#### Inspector

Rachel Strutt

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant understand their responsibilities for keeping children safe. They are aware of the signs and symptoms of abuse and neglect and fully recognise the procedures to follow if they have concerns about a child. Risk assessments are robust and all areas of the childminder's home are safe and secure. The childminder and her assistant regularly share ideas. They work together to identify exciting ways to support children's further progression. The childminder and her assistant regularly evaluate their practice, which supports continuous improvements for the children.

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

Observation, planning and assessment systems are good. The childminder monitors these well and ensures that plans are personalised to help children make good or better progress. The play and learning environment is well planned and supports the different age ranges of children. The childminder plans activities to ignite the children's interests, motivating them to learn. Children are fascinated and excited as they find a spider and they shriek with delight and curiosity. The childminder reinforces early language as children attempt to say 'spider'. As children explore the outdoor area, they become enthralled with the different sensory experiences available. They excitedly find spiders hidden in ice and watch it melt. They work together cooperatively as they dig and build in the sand and mud trays. Children show good levels of concentration as they talk about the days of the week. They confidently recognise letters and enjoy accessing the wide range of books. Babies develop good physical dexterity as they safely move around low-level apparatus. They delight in exploring musical instruments.

### Personal development, behaviour and welfare are good

The childminder and her assistant consistently praise and encourage children. They recognise achievements, which boosts children's self-confidence and self-esteem. They develop positive relationships from the start, spending time getting to know children and their families. They gather important information from parents before children start at the setting. Children behave well. The childminder provides children with clear boundaries and offers ways to solve problems when any conflicts arise. The childminder is passionate about offering children a variety of experiences. Children benefit from an array of outings in the local community, which contributes to their health and well-being.

### Outcomes for children are good

All children make good progress in their learning and are working within the range that is typical for their age. They develop skills to ensure that they are ready for their transition on to school. Children talk to visitors and show that they are self-assured and confident. They are independent and are starting to manage personal and self-care skills well. Young children's early literacy skills are promoted well as they listen and join in with familiar songs and rhymes. For example, children enjoy singing the welcome song on arrival.

## Setting details

<b>Unique reference number</b>	EY257896
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10062153
<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>	0 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	7 August 2015

The childminder registered in 2003 and lives in Wistaston, Cheshire. She operates all year round, from 7.30am to 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 5 and works with one assistant. She provides funded early education for two-, three- and four-year-old children.

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