

Childminder report

Inspection date	15 January 2019
Previous inspection date	6 January 2015

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

This provision is good

- The childminder provides children with a welcoming and stimulating environment. Children enjoy learning and they play imaginatively and creatively for extensive periods of time with resources that interest them. This helps to promote children's emotional well-being.
- The childminder has established secure partnerships with parents. She shares information about children's care and learning to help create consistency between home and her setting. Children make good progress in all areas of their learning.
- The childminder works well with other early years settings that children attend. She shares information about children's care and learning to provide continuity in their learning.
- Children are learning to adopt healthy lifestyles. They have daily opportunities to play outside, where they can be physically active and they learn about the benefits of eating a range of healthy and nutritious food.
- The childminder's does not focus her programme of professional development strongly enough on developing her knowledge, skills and teaching practice to the highest level.
- The childminder does not always plan precisely enough for the next steps in children's learning.

What the setting needs to do to improve further

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

- target the programme of professional development more precisely on raising the quality of teaching, knowledge, skills to the highest level
- sharpen the focus on planning for children's next steps in learning, to help maximise their progress.

Inspection activities

- The inspector assessed the quality of teaching and learning during activities in the playroom.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation, including safeguarding policies and procedures, evidence of the suitability of those living in her home and the childminder's improvement plans.
- The inspector discussed children's learning and progress with the childminder.
- The inspector viewed written feedback from parents and took account of their views.

Inspector
Helen Gaze

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is aware of how to protect children from risk of harm and how to report concerns. She maintains a safe environment and supervises children well. Risk assessments are used effectively to identify and minimise potential hazards in all areas of her home. For example, she keeps external doors locked and she has installed appropriate safety measures, such as safety gates at the bottom and top of the stairs. The childminder evaluates her practice well and looks for ways to improve. She gathers the views of parents and other professionals and uses these to help her to make positive changes that benefit children.

Quality of teaching, learning and assessment is good

The childminder gathers information from parents about what their children already know and can do before they start. She uses this information very well to monitor children's progress from the very beginning. The childminder interacts with children well, extending their interests and learning as they play. She skillfully helps children to develop their mathematics skills. For example, she encourages children to talk about, recognise and categorise shapes during craft activities. Children are active learners and they show a great determination and enthusiasm to try things for themselves. For instance, children maintain their focus as they learn to use one-handed tools, such as scissors to cut shapes from paper. Children develop good physical skills.

Personal development, behaviour and welfare are good

Children develop trusting relationships with the childminder. They settle well and are very happy in the childminder's care. Children thrive on the consistent support and familiar, flexible and comforting routine the childminder provides. Children enjoy playing and exploring, and they have plenty of time to pursue their interests. The childminder is a very good role model and she is consistent in setting clear boundaries and expectations for children. For example, she teaches children how to care for the environment and tidy away the toys when they have finished playing with them. Children's behaviour is good. They quickly learn to share and use good manners. The childminder gives lots of positive praise to children and they are confident, self-assured and independent. Children develop strong personal and social skills. For example, they visit local playgroups where they socialise with others.

Outcomes for children are good

Children make good progress from their starting points, particularly in their communication and language development. For example, children gain confidence in using expressive language as they introduce story lines into their role-play activities. Children develop a good range of skills in readiness for school.

Setting details

Unique reference number	314844
Local authority	Warrington
Inspection number	10059372
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	2
Date of previous inspection	6 January 2015

The childminder registered in 1996. She operates Monday to Friday from 7am until 6pm, all year round, except for bank holidays and family holidays. The childminder is registered to work with an assistant.

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