

Childminder report

Inspection date	20 March 2019
Previous inspection date	1 December 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children form very strong emotional attachments with the experienced childminder and they flourish in her care. The childminder has a deep understanding of how to meet the emotional needs of children. Children exude confidence and show that they feel immensely valued.
- Children's behaviour is exceptional. They interact and play together very well. Children listen with interest to each other's opinions and discuss the reasons why the simple rules are in place. The childminder is an excellent role model. She highly values the importance of helping children to become well-rounded and respectful individuals.
- The childminder provides a highly stimulating environment for children. For example, her dedicated playroom is well organised with an abundance of high-quality toys and resources. This helps children to independently lead their play and make their own choices and decisions.
- The childminder continuously evaluates her setting and makes regular changes. She gathers the views of parents, for example through verbal discussions and questionnaires. Parents are highly complimentary of the childminder. For instance, one parent states that the childminder is 'professional, genuine and she truly cares for our child'.
- The childminder works very closely with parents and other settings that children attend. Together, they share information relating to children's care, achievements and what they need to learn next. This collaborative approach helps to complement children's care and education and contributes to the good progress that they make.
- Occasionally, during planned activities, some aspects of the childminder's teaching are slightly too challenging for children.
- The childminder accesses regular training. However, she does not fully focus her professional development on helping to develop her teaching skills to a higher level.

What the setting needs to do to improve further

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

- adapt teaching during planned activities and offer children the right level of challenge to help maximise their learning opportunities
- focus professional development opportunities more precisely and help to develop the already good teaching skills even further.

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 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 understanding of child protection. She is fully aware of her responsibilities and knows who to contact with any concerns. The childminder maintains a safe environment for children to play and explore. She teaches them how to keep themselves safe. For instance, the childminder practises regular fire drills with young children. Additionally, she discusses with older children how to respond in the event of a serious incident. The childminder has a number of policies and procedures in place that help to underpin her good practice. She shares them with parents and provides them with regular updates, for example through newsletters.

Quality of teaching, learning and assessment is good

The childminder completes regular observations of children's learning. She uses her knowledge of what children need to learn next and their interests to provide opportunities that they enjoy, overall. For example, she plans activities based around children's interest in cars and they respond with delight when they see the activities provided. The childminder uses good teaching strategies to extend children's communication and language skills further. For instance, as children play, she asks them a variety of skilful questions. She leaves plenty of time for children to think and respond. The childminder also sensitively repeats words that children occasionally mispronounce, such as 'banana'. This helps to support children's speaking skills. The childminder makes good use of spontaneous opportunities to extend children's mathematical understanding. For instance, she asks children to count the pieces of fruit as they serve themselves a snack. Additionally, children enjoy talking about how tall they are as they compare the height of each other and the childminder. They use words such as 'tall', 'big' and 'bigger' as they make the comparisons.

Personal development, behaviour and welfare are outstanding

The childminder helps children to gain an excellent understanding of the importance of positive hygiene. For instance, children excitedly enjoy taking part in meticulous handwashing prior to eating. The childminder values the importance of celebrating each child's uniqueness. She uses an exceptional range of opportunities to build on their excellent understanding of diversity and the wider world. For example, in close partnership with parents, she talks to children about the differences and similarities in their cultures and religious beliefs. Children are interested and show an excellent understanding and tolerance of others. Children benefit from many outings around the local area and to a variety of interesting places, such as nature walks and the library.

Outcomes for children are good

All children make good progress in their learning, given their individual starting points. They are developing the key skills required for future learning, such as starting school. Children thoroughly enjoy singing songs and rhymes. They confidently sing to their peers and choose their favourites. Children are very sociable around others and build firm friendships. They are extremely self-motivated during play.

Setting details

Unique reference number	315208
Local authority	Warrington
Inspection number	10066517
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	1 December 2015

The childminder registered in 1994 and lives in Warrington. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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