

# Childminder report

<b>Inspection date</b>	25 March 2019
Previous inspection date	15 September 2014

<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 knows children in her care well. She develops strong relationships with them, meaning they feel safe and happy. Children display a sense of ownership about their environment. They access resources freely and lead their own play. The childminder enables children to follow their own interests through the opportunities she offers them.
- The childminder records children's achievements and tracks their progress at regular intervals. She uses these documents to monitor children's learning and identify the next stages for their ongoing development. The childminder can identify gaps in children's progress quickly and implement early intervention strategies when needed.
- Partnerships with parents are strong. The childminder communicates with parents consistently in regard to their children's development. She provides monthly updates and summaries of their learning. Parents help the childminder to plan activities through regular updates about their child's likes, dislikes and home achievements.
- The childminder has developed positive relationships with the local schools and other early years providers. She works in partnership with them to ensure there is continuity in children's learning and they are supported well for transitions. Frequent communication with early years staff help the childminder to support children's newly developed skills and complement learning undertaken.
- Children behave well given their young age. They understand that their actions have consequences and are beginning to explore their feelings and emotions. The childminder is calm and understanding. She listens to children and gives them a voice, which enables them to share their views and thoughts. This has a positive impact on children's behaviour and they learn from a positive role model.
- Although the childminder carries out self-evaluation, it is not yet strong enough to identify ways to raise the quality of teaching and the provision to a higher level. This means actions for development are not focused on positive outcomes for children.
- Children have access to a large outdoor area for physical play. However, the childminder has yet to develop the opportunities available in the outdoor space to develop children's curiosity about the world further.

## What the setting needs to do to improve further

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

- refine self-evaluation to ensure all actions for improvement are focused on improving children's outcomes and raising the quality of the provision to a higher level
- extend the outdoor area to provide children with opportunities to develop a wider variety of skills and their understanding of the world around them.

### Inspection activities

- The inspector observed activities indoors and outdoors and assessed the impact they have on children's learning.
- The inspector toured areas of the home used for childminding.
- The inspector viewed documentation used by the childminder, such as children's portfolios, policies, procedures and risk assessments.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

**Inspector**  
Shelley O'Brien

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder carries out regular risk assessments of the home to ensure the environment is suitable for childcare and risks do not pose immediate danger to children. Children are further protected from harm by the childminder's comprehensive knowledge of safeguarding and child protection issues. She is astute to all aspect of abuse and the possible signs, symptoms and indicators that may cause concern. She is fully aware of the procedures to take should she have any concerns about a child's welfare. The childminder has a clear pathway to follow should there be an allegation made against herself or a member of her household. Robust policies and procedures are in place to further support children's welfare. These are regularly shared with parents to ensure they understand the childminder's responsibilities to protect children in her care.

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

Children learn and develop their early mathematical skills through carefully planned activities. They count and sequence numbers when playing games with the childminder. She provides challenge to children's learning by adding descriptive words such as 'more than', 'fewer' and 'largest'. Children develop their understanding of mathematical terms further through creative play. Exploring craft eggs and a variety of feathers, children discuss texture and weight with the childminder. This also allows children to express their creativity and share their ideas for egg decorating. The childminder encourages children to develop writing skills. She offers chalk to children to allow them to make marks outside and discuss the sounds of letters linking to their names. Children enjoy discussing their creations with the childminder. She asks questions to encourage children to use descriptive language in order to support their communication skills.

### Personal development, behaviour and welfare are good

Children enjoy physical play. They run confidently around the large garden and navigate their way around the environment with confidence. Children learn how to manage their own risks and access the various elements of the area safely. For example, they charge down the sloped garden, stopping before the fence, and then race each other up the incline. The childminder offers pointers for children to keep themselves safe when playing outdoors, such as taking turns on the slide and waiting for their friends to finish their go first. The childminder supports children's emotional well-being at all times. She offers praise and recognition for the smallest of tasks completed by children and consistently uses positive reinforcement to raise their self-esteem and confidence.

### Outcomes for children are good

Children are making good progress in all areas of learning and are ready for the next stages in their learning and eventual move to school. They are articulate and inquisitive, seeking answers to new challenges that are presented to them. Children have the necessary skills needed for self-care, confidently dressing themselves and preparing for outdoor play. Children display an eagerness to learn and happy dispositions. They are confident and independent learners.

## Setting details

<b>Unique reference number</b>	EY304933
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10060145
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	15 September 2014

The childminder registered in 2005 and lives in Macclesfield. She operates all year round, from Monday to Thursday, 8am until 5.30pm, with the exception of bank holidays and family holidays.

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