

Childminder report

Inspection date	10 April 2019
Previous inspection date	8 July 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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

- Partnerships with parents are strong. The childminder gathers and shares a wealth of information relating to children's care and learning. Parents are very well supported to extend and build on children's learning at home. For example, children take home bags with simple activities and tasks to complete with parents.
- The childminder's caring and nurturing approach helps children to form very close attachments with her. She instinctively knows when children require extra reassurance or when their care routines require adapting, such as sleep or meal times. Children are confident and demonstrate good emotional security.
- The well-qualified and organised childminder has high expectations for herself and the service that she provides. She regularly gathers parents' views, such as through verbal discussions and questionnaires. Parents speak very highly of the childminder. For example, a parent spoken to during the inspection described the childminder as 'simply amazing'.
- Children enjoy many trips and outings during their time with the childminder. For example, they attend regular play groups and visit parks and libraries. This helps children to develop confidence in social situations. The outings also provide children with opportunities to interact with children of their own age and in larger groups.
- Observations and assessments of children's learning are regular and accurate. The childminder monitors children's progress very closely. This helps her to ensure that any gaps in learning are identified swiftly and interventions are secured where appropriate.
- The childminder has not fully explored an exceptional range of ways to help children to develop a greater awareness of other cultures and communities beyond their own experiences.
- Sometimes, the childminder does not make the best use of all opportunities to support younger children to put two words together and begin to form simple sentences.

What the setting needs to do to improve further

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

- extend the good opportunities available for children and help them to gain a greater awareness of other cultures and communities beyond their immediate experiences
- adapt teaching to promote children's emerging speaking 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 spoke to one parent during the inspection and viewed written feedback provided by parents prior to the inspection. She took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

The childminder has a close network of other local childminders. Together they share expertise, resources and ideas. This helps the childminder to keep up to date and motivated to develop her practice. The childminder has a passion for learning new skills and knowledge and she accesses a wealth of training opportunities. For example, she has recently attended a course that has helped to extend her understanding of how to support children with sensory difficulties. This has enabled the childminder to reflect on her practice and develop ways to enhance children's learning further. Safeguarding is effective. The childminder fully understands child protection policies and procedures. She ensures that her knowledge is up to date. For example, she is aware of wider child protection issues, such as the 'Prevent' duty. This helps the childminder to protect children from harm.

Quality of teaching, learning and assessment is good

Children enjoy playing with a range of accessible toys and resources, such as animals and a farm set. They use their imaginations to move the animals and make the sounds from their memory. The childminder plans activities based on children's interests. For example, children enjoy making animal themed hats, using a variety of pens, pencils and crayons. They help the childminder to fasten the hat together with sticky tape and are delighted as they wear their hat with pride. The childminder provides children with ample opportunities to help develop their good physical skills further. For instance, children enjoy whizzing around on wheeled toys in the garden. This helps to promote their ability to negotiate space and builds on their coordination and balance.

Personal development, behaviour and welfare are good

The childminder promotes children's understanding of good health from an early age. For instance, children know to wash their hands before lunch and enjoy lots of fresh air and physical exercise. Children's behaviour is good. They are aware of the childminder's simple rules and they respond well to gentle reminders. For example, the childminder explains why children shouldn't climb indoors and children accept her explanations. This helps children to develop an understanding of safety and the potential consequences of their actions. The childminder effectively supports children with medical care needs and allergies. For example, she has a good understanding of how to protect children and she has robust plans in place to help her to respond to emergencies.

Outcomes for children are good

Children make good progress and some are working ahead of their age-related expectations in some areas, such as their self-confidence. They are motivated and express their interests, preferences and confidently make decisions. Children are well prepared for their next stage in learning and their eventual move to school. For example, two-year-old children count to three during play. Children display good social skills. For example, they are excited as they wait for their peers to arrive and enjoy playing together.

Setting details

Unique reference number	EY411331
Local authority	Warrington
Inspection number	10066530
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	8 July 2015

The childminder registered in 2010 and lives in Westbrook, Warrington. She operates all year round from 7.30am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a relevant qualification at level 3.

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