

Childminder report

Inspection date	16 July 2019
Previous inspection date	7 May 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 a welcoming and caring environment. Children are happy and demonstrate a strong sense of belonging. They display their affection for the childminder and their positive relationships are evident.
- Partnerships with parents are strong. Parents are very complimentary about the childminder. They report, 'I couldn't have imagined a better environment for our children to go to. They are relaxed and happy and feel like part of the family'.
- Children rapidly develop good communication skills. The childminder models vocabulary well and supports children to learn new words.
- The childminder knows children well and understands each child's individual needs. She quickly recognises when children are hungry, tired or need reassurance. This helps to support their emotional well-being.
- The childminder offers many opportunities to explore the local community. She plans exciting outings to help children learn about the world around them. For example, they visit the library, the farm, toddler groups and different parks.
- Children's behaviour is good. They follow care routines well and know the childminder's behaviour expectations. The childminder provides praise and encouragement in abundance, which helps to raise children's self-esteem.
- The childminder's self-evaluation is not rigorous enough. She does not fully identify ways to extend good practice to raise the quality of the provision to the highest level.
- The childminder does not make the most of partnerships with other settings that children attend. Consequently, this does not fully promote continuity in children's care and learning.

What the setting needs to do to improve further

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

- use self-evaluation more effectively to identify areas of improvement that will raise the quality of teaching and children's outcomes to the highest level
- strengthen partnerships and the sharing of information with other settings that children attend, to fully promote continuity in children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors, assessing the impact this has on children's learning.
- The inspector completed a discussion about a focused activity with the childminder.
- The inspector held discussions with the childminder and looked at relevant documentation, such as policies and procedures and children's records.
- The inspector checked evidence of the suitability of the childminder 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 fully understands her responsibility to keep children safe from harm. She has good knowledge of procedures to follow if she has concerns about a child's welfare. This includes wider child protection issues. The childminder monitors individual learning effectively. Consequently, children make good progress in their development from their initial starting points. Vital information is shared with parents so they feel fully involved in their children's learning and development. Documentation is well organised. The childminder successfully implements clear policies and procedures, which ensures the safety and well-being of all children in her care. For example, she regularly practises fire drills with the children to teach them what to do in the event of a fire.

Quality of teaching, learning and assessment is good

Observations and assessments are accurate. The childminder tracks children's progress and plans effectively for their next stage of learning. For example, exciting outings are planned in the community to support children who lack in confidence in new situations. The childminder is adept at supporting children to develop good communication and language skills. Younger children demonstrate this as they ask the childminder for familiar nursery rhymes and then sing along with delight. The childminder promotes mathematical concepts well. She introduces children to shapes and numbers in daily activities and models mathematical language. Children are enthusiastic, confident and motivated to learn.

Personal development, behaviour and welfare are good

The childminder has a good understanding of children's routines, likes and dislikes. This information has been obtained from parents when children first start at the setting. Children benefit from a gradual settling-in procedure. This helps the childminder get to know the children and their families well from the very start. Children form close attachments to the childminder and are content within the nurturing environment that she provides. Children cooperate well with small tasks. For example, they naturally tidy up the toys when they have finished playing, which demonstrates their independence. The childminder is sensitive and caring and ensures that children's physical and emotional needs are consistently met. She talks to children about how they are feeling and supports them to manage their emotions successfully. This promotes children's self-esteem and welfare.

Outcomes for children are good

Children make good progress and develop the skills they require for their eventual move to school. Children confidently choose from the resources available and demonstrate high levels of determination in solving problems for themselves. For example, younger children select the magnetic shapes and attach them all together to make a big tower. They confidently try new activities and take on the challenges they present. Children are developing good social skills as they learn to share and take turns.

Setting details

Unique reference number	EY152317
Local authority	Warrington
Inspection number	10106261
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	7 May 2015

The childminder registered in 2002 and lives in Warrington. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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