

# Childminder report

<b>Inspection date</b>	15 August 2019
Previous inspection date	5 February 2015

<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

- Children are settled, happy and content in the childminder's care. They are confident and display a sense of belonging, such as when they access toys and resources freely.
- The childminder gathers a wealth of information from parents about children at the very start of their placement and on an ongoing basis. She regularly observes children, assesses their development and ensures that she shares the information with parents, including children's next steps in learning. This collaborative approach helps children to make good progress.
- Children benefit from regular outings. The childminder discusses with children where they would like to go and they are actively involved in making the decisions. The childminder meets with other local childminders and their children each week. This provides opportunities for children to play and interact with other children and helps to build on their social skills.
- Self-evaluation arrangements are effective, overall. The childminder reflects on what she is doing well and identifies the areas of her setting that she would like to improve further. She sets targets and develops action plans that she implements to help to maintain and raise the quality of her setting.
- The childminder does not provide a wide range of opportunities to help raise children's awareness about the wider world, such as a cultures and religions beyond their own immediate experiences.
- The childminder is well qualified and accesses mandatory training. However, she does not plan for further opportunities to help her to enhance her good teaching skills further.

## What the setting needs to do to improve further

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

- provide an even wider range of opportunities that help to raise children's awareness of diversity and the wider world even further
- focus plans for professional development that help to raise the quality of teaching to a higher level.

### Inspection activities

- The inspector observed the childminder's interactions with children during activities and free play, and assessed the impact 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 took account of their views.

**Inspector**  
Savine Holgate

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The organised childminder ensures that she manages her provision effectively. For example, she checks the environment for hazards daily and engages children in regular fire evacuation practices. This helps to keep children safe. The childminder is vigilant to the potential risks to children, such as abuse and neglect and wider child protection issues. She is alert to the indicators of abuse and she understands the local reporting procedures that are in place.

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

The childminder allows children time to think through and solve simple problems independently. For example, she encourages children to play with and explore magnetic shapes. Children concentrate as they test out their ideas and build structures, such as a model house. The childminder provides activities matched to children's interests and recent experiences. For example, following on from a trip to an ice-cream farm, the childminder provides a creative activity where children enjoy creating an ice-cream picture. Children enjoy using their creative skills as they choose from a range of materials, such as glue and tissue paper. This helps them to develop their physical skills. The childminder supports children to develop their thinking skills well. For example, children remember and talk about their recent outing and describe the favourite part of the day. The childminder consistently helps children to build on their speaking skills. For instance, she talks to children slowly and clearly, and repeats language that children sometimes mispronounce. Children enjoy setting themselves challenges, such as to balance blocks on top of each other. They carefully add more until the tower eventually topples over and falls. Children are motivated to continue and state that they will make it 'higher' next time. This shows that they are becoming resilient and capable learners.

### Personal development, behaviour and welfare are good

Children follow good hygiene practices. For example, they use the toilet, operate the flush and wash their hands afterwards. Children's behaviour is good. They consistently use positive manners and they are friendly and polite to visitors. The childminder praises children for their achievements and when they try their best. For example, she uses phrases such as 'well done' throughout the day. Children smile and are eager to share their successes with the childminder, other children and visitors. This helps to build on their good self-esteem and confidence further.

### Outcomes for children are good

Children demonstrate a desire to develop new skills. They confidently introduce their own ideas and lead their play. Children demonstrate good imagination skills, such as when they are caring for dolls. They use resources such as real nappies and wipes to pretend to change nappies and care for them. Children are developing the key skills in preparation for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY428260
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10106409
<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>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	5 February 2015

The childminder registered in 2010 and lives in the Grappenhall area of Cheshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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