

Childminder report

Inspection date	16 October 2018
Previous inspection date	18 November 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

The provision is good

- The childminder genuinely enjoys her work. She recognises and values the influential role she has in helping to enhance children's development.
- Children build strong emotional attachments with the childminder and they feel secure and at ease in her care.
- Children are well behaved for their ages. The childminder has clear and fair expectations and helps children to understand about taking turns and sharing.
- The childminder provides inclusive activities. She adapts learning experiences so that all children can become involved, irrespective of their ages or needs.
- The childminder works with parents to support them to guide children's learning and development at home.
- Children make good progress. They concentrate well on activities and are motivated to learn.

It is not yet outstanding because:

- Although the childminder is very experienced and highly skilled, she does not always renew her knowledge to raise the quality of provision to an even higher level.
- The childminder does not fully explore all opportunities to communicate with other settings that children attend, to provide even more continuity in their learning.

What the setting needs to do to improve further

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

- strengthen professional development opportunities to deepen knowledge and skills and raise the quality of practice to an even higher level
- enhance partnerships with other settings that children attend to support their learning even further.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector jointly evaluated a teaching activity with the childminder.
- The inspector held a meeting with the childminder and discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of adults living at the premises.
- The inspector spoke to children during the inspection and took account of their views.

Inspector

Lisa Bolton

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge of the signs and symptoms that may indicate possible abuse. She knows who to contact should she have any concerns about a child's welfare. The childminder undertakes risk assessment to minimise any potential hazards to children. She practises fire evacuation procedures regularly. The childminder maintains a good overview of children's progress, enabling her to quickly identify any gaps in their learning. She works with parents and external professionals to provide additional support for children, where necessary. The childminder has an instinctive understanding of removing barriers to learning and making experiences accessible and positive for all children. Self-evaluation is effective.

Quality of teaching, learning and assessment is good

The childminder knows children extremely well. She uses information from home to help her to guide what she provides for them. The childminder observes children as they play and assesses their progress. She communicates regularly with parents and shares information about their learning. The childminder skilfully incorporates learning into children's play activities and daily routines. For example, she encourages children to count steps as they come downstairs. The childminder provides a positive, calm atmosphere where children feel at ease to communicate. She values their contributions and gives them ample time to speak. The childminder asks children good questions to prompt them to think while they play. Very young children are highly responsive to the childminder and older children are extremely keen to engage in conversations with her. The childminder uses highly effective strategies to support their developing communication and language skills. For example, she models the correct word for them to hear, when they make their own attempts at new words.

Personal development, behaviour and welfare are good

The childminder prioritises children's emotional well-being. She understands that for children to learn best they need to be happy. The childminder provides interesting experiences and adapts activities to ensure children's engagement. Children enjoy a range of physical play experiences and talk about their trips to the park to see the animals. Lunchtimes are relaxed and sociable learning experiences. Children show motivation to do things for themselves. They show superb independence in self-care tasks, when they are capable. The childminder teaches them about good hygiene practices.

Outcomes for children are good

Children are happy and sociable. They settle quickly and grow in confidence. They communicate with enthusiasm and feel comfortable to express themselves. Children show strong self-esteem and are determined to be independent. They show impressive perseverance for their ages as they tackle challenging physical tasks. Children use mathematical vocabulary as they play. They are well prepared for school, when the time comes.

Setting details

Unique reference number	314897
Local authority	Warrington
Inspection number	10066509
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	18 November 2015

The childminder registered in 1990 and lives in the Warrington area. She operates from 7.30pm to 5.30pm, Monday to Friday all year round. The childminder holds an appropriate childcare qualification at level 3.

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Piccadilly Gate
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