

# Childminder report

<b>Inspection date</b>	12 December 2018
Previous inspection date	18 July 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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 plans a broad range of activities that appeals to children and encourages them to engage in their learning, for sustained periods of time.
- The childminder weaves mathematics into everyday opportunities. For example, when undertaking creative activities, the childminder encourages children to count the number of stars they attach to their greeting cards.
- The childminder actively joins in with children's play to enhance their learning. She talks to children during activities, introduces new vocabulary and asks pertinent questions to support their communication and language skills.
- The childminder provides good levels of support to help children to develop their independence. She encourages them to take responsibility for their own care needs. Children confidently choose their own resources and lead their own play.
- The childminder has developed good relationships with parents. She knows the families well and maintains a regular two-way exchange of information with them. This helps to ensure a consistent approach to their care, learning and development.
- After the previous inspection, the childminder has improved her knowledge of current legislation, in particular the 'Prevent' duty, to enable her to safeguard children from extreme views and behaviours.
- The system used to monitor children's progress is not as precise as possible to identify and address any gaps in learning at the earliest opportunity.
- The childminder does not sharply focus her professional development plans to extend her knowledge and good teaching skills to the highest level.

## What the setting needs to do to improve further

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

- strengthen further the monitoring of children's progress to help to identify any potential gaps in their learning as promptly as possible
- build on the professional development programme to raise the quality of teaching and children's outcomes to the highest possible level.

### Inspection activities

- The inspector observed the quality of teaching and assessed its impact on children's learning and development.
- The inspector evaluated an activity alongside the childminder.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector looked at a range of documents, including evidence of the suitability checks carried out on adults in the household.
- The inspector spoke to children at appropriate times during the inspection. She looked at written feedback from parents and took account of their views.

#### Inspector

Sharon Hennem-Dale

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of her responsibilities to protect children and knows what to do should she have a concern about a child in her care. She completes regular checks on her home to help to ensure children are kept safe in her care. The childminder reviews and improves her practice. She takes account of support and advice. For example, following the last inspection the childminder has made improvements to her observation and assessments. She uses the information she gathers to help her to identify what children can do and need to do next to support her planning

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

The childminder provides learning opportunities based on children's interests. She uses her interactions with children effectively to extend their imagination and to reinforce their early literacy skills. She gently challenges children to write their name and identify objects beginning with different letters of the alphabet. Children eagerly talk to visitors about a recent story they have read, describing some of the characters. They enjoy opportunities to make different story characters from objects they find in the natural environment, such as sticks. Parents report that they are very happy with the care and education provided by the childminder. They say that children grow into confident individuals in her care.

### Personal development, behaviour and welfare are good

The childminder's homely environment is warm and welcoming. Consequently, children form good attachments with her and they play happily in their surroundings. The childminder develops good relationships with local schools and uses these links to assist information sharing between parents and teachers. The childminder is a positive role model. She consistently praises children and acknowledges their achievements. Children show good levels of self-esteem and behave well. They are kind and caring and share their toys and resources with one another. Children have a variety of opportunities to learn about different cultures beyond their own family and the local community. Their good health is promoted well. The childminder promotes eating a balanced diet and provides daily opportunities for fresh air and physical exercise in her well-equipped outdoor area.

### Outcomes for children are good

Children are eager learners who make good progress. They acquire the skills, knowledge and attitudes to learning that prepare them well to start school. They recite numbers beyond ten and use language related to size, shape and colour with confidence as they play with modelling dough. They develop their physical skills well as they roll, pat and squash play dough in their hands. Children concentrate well and persevere in their tasks. For instance, as they learn how to use scissors and stencils to make various designs. Children learn how to tidy away toys and resources when they have finished with them, often without being asked.

## Setting details

<b>Unique reference number</b>	304671
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10085314
<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>	5
<b>Date of previous inspection</b>	18 July 2017

The childminder registered in 1998. She operates all year round, from 5.30am to 6.30pm, Monday to Saturday, except for family holidays.

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