

Inspection date	29 January 2015
Previous inspection date	3 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children's levels of achievement are good and they are well prepared for their next stage in learning. Children make at least good progress in their learning as a result of consistently good teaching, which effectively follows children's interests and takes account of accurate, continuous assessment.
- Children make very good progress in communication and language, and mathematics, as a result of the childminder's skill in using the very best teaching approaches to support this learning in everyday situations.
- Children thrive in this welcoming and caring childminding setting. Highly positive, nurturing care and good support for individuals are reflected in children's strong sense of security. Children behave very well and are keen to explore and learn.
- The childminder works effectively to share information with parents and other professionals involved in children's care and learning. She checks children's progress carefully, plans precisely and is ambitious to improve teaching and children's achievement still further.
- The childminder demonstrates a strong commitment to sustaining improvement and delivering high-quality provision. She has undertaken a broad range of training, which has had a good impact on the quality of learning experiences she offers children.

It is not yet outstanding because:

- Learning opportunities in the outdoor area are still developing and are not yet used to reinforce and promote learning at the same very high level as indoors; in particular providing further opportunities for reading, writing and in further developing an understanding of the world.
- There are occasions when the most able children are not challenged as much as possible when learning through play, so that they achieve as well as they can with their early reading and writing.

What the setting needs to do to improve further

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

- extend challenge for the most able children, by providing more opportunities to develop early skills in reading and writing, for example, by providing more word labels around the environment to read and copy
- extend learning experiences and resources in the outdoor area to provide further opportunities for children to practice reading, writing and to develop their understanding of the world.

Inspection activities

- The inspector observed activities in the childminder's home and spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed interactions between the childminder and the children present.
- The inspector observed the childminder supporting children's play and subsequently discussed with the childminder her evaluation of the quality of teaching and learning that took place.
- The inspector took account of the views of parents and children through the childminder's own surveys.
- The inspector looked at children's records, including assessment and planning documentation, and a range of other documentation, including policies and procedures.
- The inspector checked evidence of suitability of adults living on the premises and records of the childminder's training.

Inspector

Angela Rowley

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder provides a very good range of activities to promote children's development across the seven areas of learning. She uses her training to a good effect to support children's communication and language. For instance, she models single words for babies, while asking older children the kinds of questions that make them think; giving them time to process the information, to remember and to extend their conversations. The childminder effectively supports mathematics in everyday situations. Consequently, babies learn to count by rote at an early stage, and older children spontaneously count and show an understanding of calculation. The inviting indoor environment, fully engages children's interest in play. Presently, however, there are fewer opportunities for children to reinforce their learning outdoors. For instance, the childminder misses very occasional opportunities to reinforce the good explanations she gives about nature, by enabling children to immediately experience the items in the garden. Additionally, she does not routinely use outdoors to provide the best opportunities for children to use their developing skills in other ways, such as using tools for writing. The childminder uses expert approaches to promoting early reading and children show a keen interest in blending letter sounds to make a word. However, she does not always fully extend this by providing familiar words as labels for children to read and begin to copy.

The contribution of the early years provision to the well-being of children is good

Children benefit from secure emotional attachments with the nurturing childminder. They are confident and self-assured, express themselves freely and make meaningful choices about how they spend their time. Children have daily opportunities to be physically active, often in activity groups, such as dancing. They learn that exercise and the food they eat are important to their health. Children's behaviour is very good. They listen carefully to the childminder and this has a very good impact upon their learning and their understanding of safe ways to behave. There are established routines, such as joining in with the 'tidy up song', which effectively promote responsibility and self-care. The highly positive, respectful approaches of the childminder, help children develop the positive attitudes to others and to learning, that they need in preparation for the move on to nursery or school.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a secure knowledge of the learning and development requirements and how to safeguard children. She risk assesses the environment and outings sensibly and she provides clear explanations for children which help them learn how to keep themselves safe, such as in the event of a fire. The childminder is well motivated to continually build on her knowledge. She is committed to promoting good-quality provision for children and their parents, and she regularly evaluates areas for development and makes improvements. Parents are well informed about the progress children make and how to further support their learning at home. Established links with local schools support consistency in children's learning ready for their move when the time comes.

Setting details

Unique reference number	EY411092
Local authority	Wigan
Inspection number	875447
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	3 May 2011
Telephone number	

The childminder has been registered since 2010. She lives in the Orrell area of Wigan. She operates term time only from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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