

<b>Inspection date</b>	4 February 2015
Previous inspection date	26 March 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are competent learners. They enjoy a wide range of well-planned activities that they find fun and challenging. Therefore, they make good progress in their learning.
- The childminder has a clear commitment to his professional development. He regularly attends training to continually improve his knowledge and skills.
- Children are developing good physical and social skills. They show confidence and good coordination as they competently use indoor climbing equipment.
- The childminder has good partnership with parents. He regularly shares relevant information about children's progress. He liaises well with other settings children also attend to offer children consistency in their care and learning.
- Children behave well. They show a strong sense of belonging and flourish in the welcoming and caring environment created by the childminder.
- The childminder works in close partnership with the other childminder working at the same premises. He maintains a strong focus on safeguarding children and maintains clear and accurate records to support children's safety and welfare.

### It is not yet outstanding because:

- The childminder does not always give children time to think when he asks them questions so that their communication and language skills are enhanced.
- The childminder's self-evaluation procedures are not yet used consistently to develop clear targets for further improvements, in the journey towards outstanding practice.

## What the setting needs to do to improve further

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

- enhance opportunities for children to develop speaking skills by modelling thinking and giving children time to think when being talked to or asked questions
- improve the use of evaluation by setting clear plans to sustain and further improve the good quality of the provision.

### Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder, the other childminder working at the same premises and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures.

### Inspector

Mary Wignall

## Inspection findings

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

The childminder makes good use of what he knows about children to plan challenging, fun activities covering all areas of learning. He adapts his teaching style to match children's individual needs ensuring that they are fully engaged and motivated. He skilfully plays alongside younger children to demonstrate how two towers can be joined together to make a bridge. Older, more capable children, are encouraged to make bridges for themselves. The childminder uses rich language in play, naming colours and describing toys and actions. He tunes in to children's play very well. He picks up on their enjoyment of making fire engine and 'nee naw' sounds, and develops a game about an emergency. Children's imagination and communication skills are effectively promoted. The childminder talks about what he is doing to develop children's understanding. He is less effective at modelling thinking and giving children time to think, especially when they are being asked questions. The childminder has realistic and challenging expectations of all children. He encourages older children to count, calculate and show younger children what they can do. All children's progress is closely monitored. Information about children's activities is shared with parents and other providers to ensure that children's learning is planned for effectively.

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

The childminder uses his warm relationships with children to gently remind them to wash their hands and follow good hygiene routines. Older children show good levels of independence as they access the bathroom as they need to. Children are developing good self-care skills. They show motivation and persistence as they put on their coats and successfully manage their zips. Children are developing good coordination and physical skills. The childminder demonstrates how to hold, push, pull and press small cars and aeroplanes to make them move. Young children giggle with delight and pride as they successfully launch a toy aeroplane with his help. Older children benefit from clear explanations of how to stay safe. Younger children learn to play cooperatively as the childminder develops a game of rolling cars to and from each other.

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

The childminder is enthusiastic and highly motivated. He uses his good partnership with the local authority and other childminders to help him reflect on his practice. He has a clear vision for quality, which is testament to the improvement he has made since his last inspection. However, he has not set himself clear targets to drive even more improvement and help monitor his practice. He effectively assesses potential risks to children and plans a very accessible, enabling environment in which children are safe and secure. The childminder has a good understanding of the safeguarding and learning and development requirements, and implements them well.

## Setting details

<b>Unique reference number</b>	EY360936
<b>Local authority</b>	Wigan
<b>Inspection number</b>	821017
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26 March 2009
<b>Telephone number</b>	

The childminder was registered in 2007 and lives in Orrell, Wigan. He operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. He works closely with another childminder working at the same premises. The childminder provides funded early education for three- and four-year-old children.

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