

Inspection date

5 February 2015

Previous inspection date

1 May 2009

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 have close, warm relationships with the childminder. They snuggle in to enjoy their favourite books with her.
- Children create rich, imaginative worlds with the childminder. Their communication, imagination and emotional skills are all developed well as they play with her.
- Children make good progress because the childminder knows how to promote learning well for the young children in her care. She regularly monitors their progress and plans interesting activities to support their development.
- The childminder provides children with a good variety of toys and activities to choose from. She listens carefully to their thoughts and ideas, so children know they are important to her.
- Partnerships with parents are strong. Effective information sharing supports children's learning and well-being, while they are with the childminder and at home.
- The childminder works closely with other childminders, so children have opportunities to develop more friendships and enjoy a wide range of activities and outings in familiar groups.
- The childminder understands how to keep children safe from harm. Children show in their behaviour that they feel safe with her.
- The childminder has made good progress in developing her provision for children. She has undertaken a level 3 childcare qualification, which has strengthened the quality of her teaching.

It is not yet outstanding because:

- Children have fewer opportunities to explore and test ideas for themselves.
- The childminder does not have the depth of knowledge to help children make the best possible progress as they learn more about letters and sounds, as they grow older.

What the setting needs to do to improve further

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

- enrich opportunities for children to explore and experiment, for example, with more items and collections which can be played with in different ways
- enhance knowledge of varied and interesting ways to help children learn about letters and sounds, to ensure children's good progress continues in all areas as they grow older.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder at appropriate times.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's records and a range of other documentation including policies and procedures.
- The inspector checked evidence of suitability of the members of the household and the childminder's qualifications.
- The inspector took account of the views of parents from information in the children's records and other documents.

Inspector

Sara Edwards

Inspection findings

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

The childminder knows the young children in her care very well. She uses what she knows about their interests and their lives to make conversations and play very personal and interesting to them. This supports their communication and emotional development particularly well. They enjoy rich, imaginative play together. The childminder monitors children's development to make sure they make good progress and shares this information with parents. She provides a wide range of learning opportunities with resources, activities and outings. Children enjoy their time with her and are all developing the skills they will need for the next stage of their learning. The childminder's teaching has been strengthened by training and is now consistently good, but she has scope to improve her practice even further. For example, she has recently been learning about young children's learning behaviours, but the resources she has available give children fewer opportunities to explore and test ideas for themselves. The childminder also recognises that she does not have the depth of knowledge to help children make the best possible progress with some aspects of their literacy skills, such as letters and sounds, as they grow older.

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

Children enjoy their time with the childminder and are confident and settled in her care. They spontaneously hug her and include her in their games. The childminder gives children plenty of praise and encouragement, which boosts their self-esteem. She is a good role model, using gentle reminders to help children learn to stay safe and care for others. Children have good manners and spontaneously say 'thank you' when the childminder helps them solve a problem. They develop their independence skills, for example, as the childminder reminds them to think about when they need to use the toilet. She works with other childminders and takes children to toddler groups, so they have plenty of opportunities to develop their social skills. All of these aspects are helping children develop the confidence and skills to support them in their eventual move to school. Children learn to make healthy choices. They enjoy healthy food and have outings to soft play centres and parks where they can exercise and develop their physical skills.

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

The childminder has a secure understanding of her responsibilities and undertakes all requirements thoroughly. She considers risks and supervises children well to keep them safe. She knows what to do if she has concerns about a child in her care to protect them from harm. The childminder has strengthened her knowledge and understanding, which has had a positive impact on the provision for children. She attends local authority childminder meetings and shares good practice through close working with other childminders. The childminder thinks about her practice and makes improvements. For example, she has made changes to her paperwork and it now helps her support children's learning more effectively. She has started to include the views of parents and others in her evaluations.

Setting details

Unique reference number	EY362041
Local authority	Wigan
Inspection number	821038
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	1 May 2009
Telephone number	

The childminder was registered in 2007 and lives in Standish. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a Level 3 childcare qualification.

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