

<b>Inspection date</b>	24 February 2015
Previous inspection date	31 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:	Good	2
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 active and eager learners. They fully explore a wide range of good quality resources and activities the childminder plans for both inside and outside. Therefore, they make good progress in their learning.
- Children are developing good communication skills. The childminder and her assistant are good role models. They read stories with great expression and sings action songs with enthusiasm, effectively enticing children to join in with passion.
- Children show good levels of independence and a strong sense of security. They happily move toys to where they want to play with them and benefit from warm relationships with the childminder and her assistant.
- The childminder uses a range of effective ways to keep parents well-informed. She uses effective strategies to enable a comprehensive exchange of information with parents.
- The childminder has a good understanding of the safeguarding and welfare requirements. All information is stored confidentially. She values her contact with other professionals, including the local authority. She regularly seeks their views to help her evaluate her service.
- The childminder has a clear commitment to professional development for herself and her assistant. She works closely with her assistant to ensure that they share her vision for quality.

### It is not yet outstanding because:

- At times the childminder does not use questions effectively to further promote children's already good communication skills.
- The childminder does not always plan activities and adapt teaching methods so that they are extremely well matched for individual children, in order to help them make even better progress.

## 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 their speaking skills, by asking them questions that have more than one answer and by ensuring that they are given time to consider their answers carefully
- refine the planning of activities to ensure that the teaching methods used are extremely well matched to children's individual learning needs in order to extend their learning even further.

### Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder, her assistant 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 carers 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 works closely with her assistant to plan a wide range of activities. They effectively plan and monitor children's learning. They plan fun activities covering all areas of learning. For instance, children read, sing, dig in sand, scoop up sawdust, play with dolls, cars, jigsaws, balls and sit-on toys. The childminder and her assistant use a range of effective teaching techniques to support children's learning. They make good use of observations and assessments and know the children well. They use knowledge, gained in achieving relevant qualifications, to accurately assess children's learning and identify the next stage in their learning. Some activities are planned with very focussed learning objectives for each child, other activities are less so. At times, this impacts on the quality of teaching as it is not extremely well matched to individual learning. Children develop good communication skills. They are learning to love stories and rhymes. At times children are asked questions that encourage them to think such as, 'what are you making?' or 'where are you going?' At other times, however, they ask questions too quickly and do not give children enough time to answer them. Children learn about mathematical concepts as they sort and talk about shape and size. They show good understanding, concentration and persistence as they match shapes, count and complete puzzles.

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

The childminder creates a warm, safe environment. She works in partnership with parents to find out about children's experiences at home and with other carers. She uses this information well to help plan consistency for them. She uses her excellent partnership with her assistant to share tasks, such as preparing meals. They ensure that mealtimes are relaxed, social and are used effectively to extend children's self-care skills, and their understanding of the benefits of healthy food. Older children competently pour their own drinks and all children help to serve themselves. Stories are used well to ignite children's imagination and reinforce messages about safety, as the childminder points out how characters wear arm bands for safety near water. Children behave well and play cooperatively. The childminder and her assistant teach them how to share resources, such as buckets or dolls. As a result, children behave well and enjoy positive relationships.

### **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 keep children safe. She and her assistant follow clear procedures to safeguard children. The childminder carefully monitors the quality of both her own and her assistant's practice. They regularly attend training events together to enhance their partnership. They have a clear commitment to working with parents and keeping them informed of their child's development. The childminder uses ongoing reflection to monitor the quality of her practice. She values the support from the local authority and sets herself and her assistant challenging targets to drive even further improvement.

## Setting details

<b>Unique reference number</b>	EY241261
<b>Local authority</b>	Wigan
<b>Inspection number</b>	870100
<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>	12
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	31 March 2009
<b>Telephone number</b>	

The childminder was registered in 2002 and lives in Abram, Wigan. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant. The childminder and her assistant both hold relevant level 3 qualifications.

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