

Inspection date	9 March 2015
Previous inspection date	29 April 2009

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

Summary of key findings for parents

This provision is good

- Children are excited to learn because the childminder provides a range of stimulating activities that alert their senses. Children's participation levels are high and they learn to develop their concentration.
- The childminder skilfully makes suggestions to steer the direction of play, so that she can teach children the knowledge and skills they need for their next stage in learning.
- The childminder asks a range of questions to stimulate children's thinking. Children follow this model and are keen to ask their own questions to find out more.
- The childminder has good behaviour strategies in place, so that children understand clear boundaries. As a result, children are very responsive to the childminder's requests and they learn about right and wrong.
- The childminder's understanding of her responsibility to safeguard children is good and this is supported by her robust policies and procedures.
- Good assessment systems are in place and effective partnerships with parents and other settings that children attend, support children's learning very well.

It is not yet outstanding because:

- Children are not always given responsibility to be independent during the preparation of activities and mealtimes.
- Opportunities for older children to see and explore words in the environment are not yet fully maximised.

What the setting needs to do to improve further

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

- extend older children's early reading skills by further developing their understanding of how words carry meaning, for example, by reviewing the use of words in the learning environment
- expand on opportunities for children to take more responsibility and be even more independent, for example, by helping to set the table at mealtimes.

Inspection activities

- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector observed the childminder engage in a range of activities and care routines with the children.
- The inspector held discussions with the childminder and spoke with children.
- The inspector looked at a selection of policies and procedures.
- The inspector conducted a joint observation with the childminder.

Inspector

Lisa Bolton

Inspection findings

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

The childminder is very intuitive and has a strong understanding of how children learn. For example, she introduces new vocabulary within the context of their independent play. Children are free to explore and are given time to experiment, make mistakes and test their own ideas. For example, when children investigate the properties of water, the childminder is at ease when children get themselves and their surroundings wet. Children make particularly good progress in their speaking skills. This is because the childminder uses good strategies, such as sustaining eye contact and using clear articulation when speaking with children. However, older children's reading skills are not yet fully extended because the learning environment is not rich with words. Children's mathematical understanding is well supported by the childminder. She frequently uses songs and games to practise mathematical concepts, such as keeping track of objects when counting.

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

The childminder knows individual children well and she promptly recognises their care needs. Children are encouraged to eat healthy foods and the childminder works with parents to manage allergies. The childminder has built trusting relationships with children and they respond to her very well. She sensitively uses praise so that children recognise their achievements and they are confident in their play. The childminder is a good role model. She has lots of patience, she speaks calmly and listens to children. Children play in a safe environment and are taught to manage their own risk and learn about consequences. They enjoy the outdoors on walks and trips, as well as visiting local playgroups, which supports their physical and emotional well-being. The childminder encourages children to be independent during their play and self-care. However, she sometimes misses opportunities for children to be independent in real situations, such as in preparation for activities and mealtimes.

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

The childminder understands her responsibility to meet the requirements of the Early Years Foundation Stage. She has established effective strategies to settle children into her care and she has flexible procedures to prepare children for when they move to school. The childminder has introduced an effective system to monitor the coverage of the curriculum and she tracks individual children's progress. Parents and other settings that children attend contribute to children's assessment records. This good partnership working contributes to continuous learning for each individual child. The childminder observes children and she knows what to do if she identifies any gaps in children's learning. Parents speak highly of the childminder, in particular how she works to 'develop skills in line with ability rather than age'. The childminder is reflective and committed to improving her practice. Her childcare qualification and training have a strong impact on her good practice. Furthermore, she engages with other childminders and the local authority adviser to support her improvement.

Setting details

Unique reference number	EY320499
Local authority	Wigan
Inspection number	862374
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	29 April 2009
Telephone number	

The childminder was registered in 2006. She lives in a house in Astley, near Tyldesley. The childminder holds a childcare qualification at level 3. The provision operates all year round, from 7.30am to 5.30am, Monday to Friday, except for bank holidays and family holidays.

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