

<b>Inspection date</b>	18 March 2015
Previous inspection date	22 January 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

- The childminder has effective policies in place to underpin her good understanding of safeguarding procedures. She is particularly adept at empowering school-age children to keep themselves safe. All children are protected from harm, because the childminder is able to recognise and refer any concerns for their safety or well-being.
- The childminder uses her outdoor area very effectively to provide an interesting and challenging learning environment. Children's age-appropriate independence and problem solving skills are good as a result.
- The childminder naturally enhances children's learning by following their interests and demonstrating skills just above their current ability. As a result, children's self-esteem is boosted when they persist with a task and successfully complete it. This active learning prepares them well in readiness for school.
- Children's progress is frequently monitored in all areas of learning. Detailed observations and regular summaries of learning contribute to the overall effectiveness of the childminder's setting.

### It is not yet outstanding because:

- When playing indoors, the childminder leaves nursery rhymes playing in the background when children have finished joining in with the songs.
- The childminder does not always exchange enough information with parents to develop a shared approach to the assessment of their children's progress.

## What the setting needs to do to improve further

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

- review the frequent use of nursery rhymes as background music when children are engaged in other activities, in order to minimise any distractions and help them concentrate
- consider innovative ways to encourage all parents to contribute even more to an assessment of their child's progress, so that a shared approach to planning their next steps can be implemented.

### Inspection activities

- The inspector spoke to the childminder and children as appropriate during observations and checked organisational documents, such as training and first-aid certificates, risk assessments and the safeguarding policy.
- The inspector discussed the progress children have made with the childminder to assess her knowledge of children's learning and development.
- The inspector viewed the areas of the premises used for childminding and checked the evidence of her suitability.

### Inspector

Valerie Aspinall

## Inspection findings

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

The childminder uses settling-in sessions to find out from parents their children's care routines and what they can already do. From this starting point, she regularly assesses the progress children make in order to plan for their next steps in learning. However, on an ongoing basis, the childminder does not routinely ask parents for their contribution to her assessment of their children's achievements. Nevertheless, parents are supported in continuing children's learning at home, through the regular summaries they receive. The childminder is a natural teacher, she skilfully models new vocabulary. She encourages children to count and problem solve as they play. For example, she counts out the ducks as children drop them into the water and identifies sounds, such as aircraft, in the environment. She introduces words, such as 'pop' and 'burst' as children chase bubbles around the garden. Children wonder where they can find more water for their watering can and then find the hose because the childminder gives them time to think about the problem. However, the childminder's skill in supporting children's speaking and listening is not as good indoors, as music plays frequently in the background, which distracts children.

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

The childminder's home is warm and welcoming. Indoors, children independently access a range of resources. However, the outdoor area provides an exceptional range of resources, which allow children to play in the fresh air for long periods of time, fully absorbed in their activities. For example, children develop their physical skills by throwing balls and using ride on toys. They learn to handle tools as they fill up the watering can and water the flowers and have great fun jumping in the puddles they create by tipping out bowls of water. Additional resources, such as a den and mud kitchen, offer further opportunities for extended imaginative play. Children respond very well to the childminder and enjoy her company because she listens to them and responds to their needs and interests. Consequently, children behave well and cooperate in helping to tidy up. The childminder prepares fresh homemade meals and provides fresh fruit daily. She plays simple matching games with children to teach them about healthy eating.

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

Since her last inspection, the childminder has completed an early years qualification at level 3. This additional knowledge has contributed to her good understanding of the requirements of the Early Years Foundation Stage. She keeps detailed records of children's achievements and regularly updates her policies and procedures as a result of attending training courses to support her ongoing professional development. The childminder makes good use of local playgroups to offer children a wider range of experiences and support their developing social skills. The groups also offer the childminder opportunities to reflect on her practice with other professionals, in order to set targets for continuous improvement. The childminder has a good understanding of how she would work closely with health professionals, if children required targeted support.

## Setting details

<b>Unique reference number</b>	EY305426
<b>Local authority</b>	Wigan
<b>Inspection number</b>	873058
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22 January 2009
<b>Telephone number</b>	

The childminder was registered in 2005 and lives in Wigan. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

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