

Childminder Report

Inspection date

14 May 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 safeguarded because the childminder is fully aware of her responsibilities to protect them from harm. She successfully identifies and minimises potential risks to children within her home and on outings.
- Highly effective partnerships with other professionals and early years providers ensure a shared and consistent approach to children's learning and development. As a result, children are prepared for the next stage in their learning.
- The childminder demonstrates a positive drive for continuous improvement and uses self-evaluation effectively to identify the strengths and weaknesses of her practice. As a result, she delivers a high-quality service for children and their families.
- Effective partnerships with parents provide a strong contribution to meeting children's needs. They attend regular meetings with the childminder and exchange clear information about their children each day they attend. Consequently, this supports children's emotional well-being and learning.
- The quality of teaching is consistently good and stems from accurate assessment of children's learning and progress. As a result, all children's needs are identified, targeted teaching for children with special educational needs and/or disabilities is in place and children make good progress given their starting points and capabilities.

It is not yet outstanding because:

- There is scope to further develop the children's understanding of the world, while playing in the garden.
- The childminder does not fully support children to build on their early reading skills as they play and learn outdoors.

What the setting needs to do to improve further

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

- enhance the educational programme for understanding the world, for example, by providing additional resources, such as watering cans and spades, to further promote children's learning and understanding of growth, nature and change while playing in the garden
- build further on children's developing early reading skills outdoors, for example, by displaying pictures, labels and signs, creating an environment rich in print for them to refer to as they play and learn.

Inspection activities

- The inspector viewed all areas of the premises used for childminding.
- The inspector observed interactions between the childminder and children during play.
- The inspector viewed and discussed with the childminder a sample of organisational documentation, including policies and procedures.
- The inspector looked at children's development records and assessments.
- The inspector checked evidence of the suitability of the childminder and adults in the household, and looked at the childminder's self-evaluation document.

Inspector

Kellie Lever

Inspection findings

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

The childminder has a thorough understanding of the learning and development requirements of the Early Years Foundation Stage to support children's progress. Children have access to a varied and interesting range of toys and play equipment that cover all areas of learning. However, there are few resources available to further develop children's understanding of the world, so they can learn more about how plants grow, for example, by planting and tending to flowers. The childminder models language clearly and skilfully introduces new words to younger children. She uses effective techniques, such as copying and repeating children's words and phrases. Furthermore, she encourages children to stop and listen to sounds around them, such as birds. As a result, children's listening and attention skills are promoted and children make good progress in communication and language.

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

Children settle well due to the effective support given by the childminder. She gathers useful information from parents so that she can meet children's needs and learning from when they first start. The childminder is positive and friendly with children and gives them lots of attention. As a result, children are secure, confident and motivated to learn. Children accompany the childminder to local schools where they collect older children. In addition to this, they attend community playgroups and mix with other children. As a result, children develop skills that will prepare them for their move to school. A variety of outdoor physical activities are provided. This enables children to benefit from fresh air and develop and practise their physical skills. For example, children bounce on trampolines, throw and catch balls, run around and ride on push-along toys. However, the outdoors is not fully maximised to support children's reading skills because there are few pictures, labelling and signs displayed for children to refer to when they play.

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

Effective policies and procedures are in place to support the childminder's practice. As a result, she understands her role and responsibilities when caring for children. The childminder demonstrates a passion and commitment for ongoing improvement. She seeks useful feedback from parents through daily conversations and the use of questionnaires. Parents comment on how happy their children are and the progress that they are making. The childminder attends many training courses, such as meeting the needs of children who speak English as an additional language and child development. Furthermore, she welcomes the support and training from the local authority early years advisers. This shows that she has a commitment to her own continuous professional development, building on her already good knowledge and improving learning opportunities for all children.

Setting details

Unique reference number	EY453725
Local authority	Wigan
Inspection number	918521
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2012. She lives in Hawkley Hall, Wigan. The childminder operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate
Store St
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M1 2WD

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