

Childminder Report

Inspection date

14 July 2015

Previous inspection date

30 September 2011

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		Outstanding	1
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

- The childminder provides a broad range of experiences to meet the individual interests of all children. As a result, children thrive in the setting and are confident, self-motivated learners.
- Children's independence is highly supported. They understand why good hygiene is needed and learn to cater to their own needs. The childminder superbly promotes children's understanding of how to live a healthy lifestyle and they are provided with nutritious meals.
- Children are well prepared for their next stage of learning and move to school. This is because the childminder skilfully engages with parents and other settings to ensure a positive three-way flow of information.
- The childminder has a secure knowledge of safeguarding. She uses her detailed policy to guide her to follow the correct procedure should she have concerns regarding a child's welfare. As a result, children are protected while attending the setting.
- Partnerships with parents are strong. This is because the childminder works collaboratively with parents to share information regarding children's progress. She keeps them well informed of their children's achievements and provides information and activities to carry out at home.
- The childminder works well with her assistant. They regularly discuss their practice and think of new ideas to implement to support children's learning and development. The childminder ensures all relevant training, such as paediatric first aid, is kept up to date.

It is not yet outstanding because:

- The childminder does not always fully extend children's critical thinking, concentration skills and language development during activities, in order to maximise their learning so they 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:

- extend on ways that children are consistently challenged in order to develop their thinking, concentration and language skills effectively.

Inspection activities

- The inspector observed interaction between the childminder and the children, and the activities provided in the playroom, the kitchen and the garden.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records and a range of other documentation, including the safeguarding procedures.
- The inspector viewed the childminder's self-evaluation and spoke with the childminder about her improvement plan.
- The inspector took account of the views of parents and carers from information recorded in reference letters and questionnaires.

Inspector

Amy Willoughby

Inspection findings

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

The childminder provides a wide range of resources to support all seven areas of learning. Children are motivated and interested in the activities provided. The childminder recognises their keen interest in the emergency services and provides activities to capture their interest and extend their imaginative skills. The childminder supports children as they play by taking part in their role play. However, she does not always support children's critical-thinking skills or build their concentration so that children think about what is happening or learn what might happen next. The childminder observes children in their play. She is aware of where children are in their learning and effectively plans activities to support their next steps. Consequently, children are making good progress in all areas of learning considering their starting points.

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

Children settle quickly in the childminder's highly stimulating environment. They independently access the resources both inside and outdoors and confidently move around the setting as they choose where they would most like to play. They respect the childminder's home because the consistent behaviour rules are fully embedded. Children flourish in the outdoor environment. They express themselves as they freely move around and exert their energy in the spacious garden. The outdoor environment is used well to promote children's listening skills as they discuss the sounds they can hear. Children take ownership of the fruit and vegetable patch and have helped to tend to the plants they grow. They take pride in watering and caring for the fruit. Children manage their own personal hygiene as they independently wash their hands before eating snack. They are highly motivated to be independent and eagerly practise their self-care skills at mealtimes.

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

The childminder had made significant improvements since the previous inspection. She clearly identifies, assesses and removes potential hazards to children. The childminder allows children to take risks in a controlled way and manages this effectively. As a result, children are safe while attending the setting. The childminder has improved her ability to evaluate her practice. She critically identifies areas of improvement and puts plans in place to develop her teaching practice. For example, the childminder has changed her planning and assessment process to better monitor children's progress. The new system now provides better outcomes for children with a sharper focus on planning for their next steps. This robust system is shared with parents and other settings to ensure they are working together to support children's next stage of learning. The childminder uses her good knowledge gained from her high level of qualification to provide quality care and education for all children. Additionally, she has a good knowledge of the requirements of the Early Years Foundation Stage, including the need to monitor the assistant's performance and teaching.

Setting details

Unique reference number	322645
Local authority	Wigan
Inspection number	872156
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	7
Name of provider	
Date of previous inspection	30 September 2011
Telephone number	

The childminder was registered in 2001 and lives in Leigh, Lancashire. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant.

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