

# Childminder Report

**Inspection date**

3 November 2015

Previous inspection date

4 November 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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder is caring and attentive to children. She builds effective partnerships with parents and provides consistent care routines for children. They settle quickly in her care and are happy.
- The quality of teaching is good. The childminder has a good knowledge of how children learn. Children benefit from her clear explanations and her calm enthusiasm for learning new things.
- Children demonstrate good communication and problem-solving skills. The childminder places a strong focus on developing children's independence and confidence. Children are eager to explore and enjoy learning.
- The childminder has a clear understanding of safeguarding issues. She consistently teaches children about how to stay safe and healthy. Children learn about the needs of others in daily and planned activities and behave well.
- The childminder balances the needs of younger and older children well. All children are included and easily access toys that they find interesting and stimulating.
- The childminder keeps up to date with good practice guidance by liaising effectively with the local authority, other childminders and by regularly completing relevant training.

### It is not yet outstanding because:

- Observations and assessments of children's learning are not always used highly effectively to plan precisely for their further development.
- The childminder is not always highly successful at encouraging parents and children to share their views and in setting more challenging targets for further development.

## What the setting needs to do to improve further

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

- sharpen the focus of observations and assessments and use them to plan even more precisely to support children to make further and faster progress in their learning
- strengthen ways to involve parents and children in evaluating quality and set more challenging targets for further development.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector talked to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including policies, evidence of the suitability of household members, the childminder's self-evaluation and observations and assessment documentation.
- The inspector took account of the views of parents from information in the childminder's records.

### Inspector

Mary Wignall

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is experienced and a good role model for children. The arrangements for safeguarding are effective. The childminder regularly updates her knowledge in training events and evaluates and revises her practice. She has a clear understanding of her responsibilities to protect children from harm. Children make good progress in their learning. Since the last inspection the childminder has gained a relevant level 3 qualification. This has improved the way she plans for each child. She regularly tracks children's progress. This enables her to identify and address any emerging gaps and share accurate information about each child with parents and other providers. The childminder has a clear commitment to equality and diversity. She uses her good partnership with parents to find out about each child's background and individual needs. She plans a broad range of activities in which children learn about differences and similarities.

### Quality of teaching, learning and assessment is good

The childminder uses a wide range of good teaching techniques as she plays alongside children. Children are motivated. The childminder plans activities that have good levels of challenge to build on what children know and can do. She is skilled at giving children time to explore resources. She waits for children to try to work things out for themselves before offering suggestions of different ways they could try. Children demonstrate good levels of concentration and persistence as they pick up, turn and match pictures and shapes in puzzles. Children take pride in their achievements. The childminder plans a broad range of activities covering all areas of learning. She uses her good knowledge of each child to adapt her teaching style to individual children's level of understanding and interests. Children speak with confidence and enjoy counting, sorting and sharing their ideas in conversation and games. This prepares them well for the next stage of their learning.

### Personal development, behaviour and welfare are good

Children form good relationships with the childminder and are well cared for. They show they feel safe as they play, use their imagination and invite the childminder to join them. The childminder builds good relationship between older and younger children. She makes good use of opportunities to talk to children about school. This helps prepare them emotionally for their eventual move to school. The childminder plans regular visits to local playgroups. This supports children to develop good social skills. Children learn about good manners and respect for others in daily routines and in planned activities. The childminder offers praise and encouragement as children share responsibility for small tasks. She gives children clear and consistent messages about the need for care and good hygiene. Children demonstrate good levels of self-care and self-esteem as they competently manage their own personal needs.

### Outcomes for children are good

Children are working within typical levels of development for their age in all areas of learning. Children enjoy learning and are developing key skills needed for the next steps in their learning.

## Setting details

<b>Unique reference number</b>	322700
<b>Local authority</b>	Wigan
<b>Inspection number</b>	868801
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	4 November 2009
<b>Telephone number</b>	

The childminder was registered in 1990 and lives in the Astley area of Tyldesley in Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

