

Childminder Report

Inspection date

27 January 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 quality of teaching is good. The childminder uses her good knowledge of how children learn to provide a highly stimulating playroom. The way this is organised and resourced excites and motivates children to independently follow through their own play ideas and thinking.
- Children communicate confidently and use a rich range of vocabulary in their play. The childminder offers good support to enhance children's understanding and speaking skills, leading to the challenge of recognising the initial letter sounds of their names.
- The childminder is skilful at spotting and filling gaps in children's learning. All children make good progress from their starting points.
- The childminder is positive, enthusiastic and engages respectfully with children. Relationships are very strong. Children happily play together, they are self-confident and enjoy attending the childminder's setting.
- The childminder is highly motivated. She uses her good links with the local authority to help her reflect on and improve the quality of her practice.

It is not yet outstanding because:

- Sometimes, the childminder offers solutions and guidance to children instead of using ways to help them think how to solve their own problems.
- Despite attending a wide range of training, the childminder does not specifically target this to help her develop expertise in the areas where it will have most impact on the identified needs of children attending.

What the setting needs to do to improve further

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

- enhance ways of challenging children even further to help them think and solve problems for themselves
- target training more specifically to help to develop expertise in the areas that will have the most impact on children's development.

Inspection activities

- This inspection was carried out by one lead inspector and one observing inspector. The inspectors observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The lead inspector completed a joint observation with the childminder.
- The lead inspector held a meeting with the childminder. She looked at relevant documentation, such as, the self-evaluation, training and children's records, along with evidence of suitability.
- The lead inspector took account of the views of parents from the childminder's own records.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of safeguarding and Early Help procedures. She links effectively with parents and other professionals to ensure that children get the support they need. She has a well-informed, accurate view of her successes and how she can improve her provision. She wants to develop this further and enhance the garden to make more immediate access to outdoor learning opportunities. She monitors the impact of her teaching on children's progress. The childminder knows that while children who sometimes display challenging behaviour, make progress in their emotional development, this development is not as swift as their development in other areas. The childminder makes good use of the knowledge gained through the courses she attends. However, she has not targeted training to help her to develop her expertise and enable her to fully support children's development in this area. The childminder uses a variety of methods to keep parents well informed.

Quality of teaching, learning and assessment is good

The childminder uses her qualification and wealth of experience of working in early years settings to full effect. The range of activities on offer is exciting. Children benefit greatly from and enjoy recalling memorable experiences, including outings and being introduced to different animals. These experiences and other well-planned activities have a positive impact on children's learning. The childminder models further possibilities and offers a strong running commentary with rich vocabulary as she plays alongside children. She questions children well to extend most aspects of their learning. Checks on what children are learning and where they need more support are routinely carried out. The childminder uses this information to shape the activities and routines she plans. An example of this is how she has recently extended reading opportunities by encouraging recognition of familiar words in the environment, such as children's own names on their flannels.

Personal development, behaviour and welfare are good

Children show how secure they feel when they operate very independently in the childminder's home. Their levels of self-care are very well developed. Examples of this include the ability to hygienically use the bathroom, manage mealtimes and pour their own drinks, when thirsty. When children start at the childminder's setting, she quickly identifies when they need to learn how to manage their own feelings and behaviour. She works closely with parents to give support and to provide consistency. Children benefit hugely from the childminder's excellent modelling and commentary about how to play together. They learn how to make friends and cooperate, and they use their manners impeccably.

Outcomes for children are good

The good quality of teaching, well-planned playroom and outdoor activities as well as the excellent relationships between the childminder and children, all make a difference to children's learning. All children, including those with lower starting points in their personal, social and emotional development, become confident, independent speakers who have developed the key skills they need for their future learning, including the move to school.

Setting details

Unique reference number	EY471415
Local authority	Wigan
Inspection number	974618
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in Lowton, in the borough of Wigan, Greater 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.

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