

# Childminder Report

**Inspection date**

22 February 2016

Previous inspection date

29 August 2012

<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

- Children demonstrate secure emotional attachments to the childminder, which helps to support their good progress in learning. The childminder effectively promotes children's physical and emotional well-being through her care practices.
- The childminder provides activities which are accurately matched to children's learning needs and has high expectations for their progress. She demonstrates effective teaching skills, helping children to gain the skills and knowledge needed to be ready for school.
- The childminder monitors children's learning in detail, so that any emerging gaps can be identified and addressed at an early stage. She has a secure understanding of why it is important to monitor children's progress so that help can be sought from other professionals if needed.
- Partnerships with parents are effective. The childminder frequently exchanges information with them about their children's progress and provides practical ideas to help extend this at home. Parents contribute to assessments of their children's learning when they join the setting and then towards their next steps in learning.
- The childminder builds on the skills and knowledge gained from her initial childminding course through regular training. She reflects on her practice in order to make changes that help to promote children's well-being and progress.

### It is not yet outstanding because:

- The childminder does not always respond as rapidly as possible to children's observed interests, so that the best use can be made of these to promote their motivation and learning.
- The childminder misses some opportunities to develop children's knowledge and thinking about numbers.

## What the setting needs to do to improve further

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

- improve the way in which children's spontaneous interests are used in order to quickly ignite their motivation to learn
- use all opportunities to enhance children's knowledge and thinking when using numbers.

### Inspection activities

- The inspector viewed the areas used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of teaching with the childminder.
- The inspector looked at relevant documentation related to the provision for children's welfare and learning, along with evidence of the suitability of those living on the premises.
- The inspector and the childminder discussed how the childminder reflects on her provision in order to bring about continuous improvement.
- The inspector looked at documents provided by parents to gain their views of the setting and spoke to children at appropriate times during the inspection.

### Inspector

Jennifer Kennaugh

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder makes sure that children are always within sight or hearing, including when on outings. She revises risk assessments yearly or more frequently as needed, in order to minimise hazards and help reduce the risk of children having accidents. The childminder maintains all required qualifications, records and procedures which help to underpin effective provision for children's welfare. This includes a robust procedure for seeking emergency medical attention for children, as well as detailed records of any accidents or injuries that children may incur. The childminder seeks parents' views regularly. She checks that they continue to be satisfied with the service provided and if she can make any improvements.

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

Resources are accessible, which contributes to children developing independence, as they can choose what to use in their play. The childminder provides a range of activities and outings which supports children's good progress in all areas of learning. Pre-school age children enjoy using puppets during stories and this helps to maintain their attention. They learn to concentrate and listen in a variety of group sizes, in preparation for school. Children make good progress in gaining the skills needed before learning to read and write. The childminder places an emphasis on children being able to match rhyming sounds and recognise symbols. She provides a range of enjoyable activities which helps children learn to make marks and to talk about what these represent. The childminder supports children to think about relative sizes of objects, as part of their early mathematical learning. She provides opportunities which help to promote children's learning about people and communities who are not part of their immediate experiences.

### Personal development, behaviour and welfare are good

The childminder provides regular opportunities for children to develop their coordination and strength. She helps them to confidently take small, well-managed risks. The childminder teaches children the skills and knowledge needed to help them manage their own safety in the future. She promotes the importance of a balanced diet and taking regular exercise. Children show independence when managing their needs and the childminder effectively supports children to develop good self-care skills. She teaches children to respect others and uses simple rules consistently to help children learn to manage their feelings and behaviour. Children are also encouraged to share small tasks, so that they learn the satisfaction to be gained from helping others. The childminder provides effective support for continuity of children's progress and well-being when they join her setting.

### Outcomes for children are good

Children make good progress in gaining the skills needed for their next steps in learning. They develop self-care skills and learn how to maintain their good health. Children learn to observe rules and to be kind to others. They are confident and happy. Children are gaining a positive view of diversity in the wider world. They are very well prepared for their future learning and for starting school, when the time comes.

## Setting details

<b>Unique reference number</b>	EY431779
<b>Local authority</b>	Wigan
<b>Inspection number</b>	1039619
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29 August 2012
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in the Tyldesley area of Wigan, Greater Manchester. The childminder operates all year round from 7.15am to 6pm on Mondays to Thursdays, apart from personal holidays and bank holidays. On Fridays, during term time, the setting operates from 7.15am to 8.50am only.

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

