

# Childminder Report

## Inspection date

5 April 2016

Previous inspection date

23 May 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

- The childminder provides a welcoming and stimulating learning environment that contributes towards meeting children's individual needs. The quality of her teaching is good and she effectively supports children to make good progress in their learning and development.
- Children form strong attachments to the childminder and feel safe and emotionally secure. The childminder's home and resources are well organised, which in turn supports children's independence and all-round development.
- The childminder has a good understanding of how to promote children's health and well-being. She ensures that they have daily opportunities to play outside in the fresh air and to develop their physical skills.
- Partnerships with parents are very well established. The childminder talks with parents each day and shares children's assessment records regularly to help parents support their child's learning at home.
- The childminder evaluates her own and her assistant's practice well, taking into account the views of parents and children. This helps to drive improvement and enhance learning opportunities for children.

### It is not yet outstanding because:

- The childminder has not yet implemented an ambitious training programme to enhance further the good quality care and learning provided.
- Sometimes, the planning for children's next steps in learning is not sharply focused to provide maximum levels of challenge that promotes their rapid progress.

## What the setting needs to do to improve further

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

- make better use of professional development opportunities that focus on developing teaching skills further
- focus the already good assessment of children's progress even more sharply, so that activities provide greater levels of challenge to help children make exceptional progress.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an observation of an activity with the childminder.
- The inspector spoke to the childminder at appropriate times during the inspection. She looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of adults in the household.
- The inspector took account of the written views of parents.

### Inspector

Karen Cox

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the possible indicators of abuse and how to respond if any concerns are raised about children's welfare. The childminder is committed to providing a safe environment for children, and regularly carries out risk assessments to ensure resources and equipment are suitable. She works closely with her assistant to ensure that they share ideas. Furthermore, she holds regular dialogues with him and monitors his practice effectively to help ensure high standards. Parents comment positively on the high-quality care and education their children receive. The childminder understands the importance of working in partnership with other settings. She has established links with other providers and regularly shares information to further support children's learning and development.

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

The well-qualified childminder knows how to support children to help them learn through play. She provides a good balance of child-initiated play and adult-led activities. Children are encouraged to share their ideas and are highly motivated to learn as they chose what equipment they want to use with the help of a picture inventory. They become fully immersed in their learning, spending sustained periods of time engaged in activities. Children develop early mathematical skills and they play with dominoes, matching quantities and colours together. The childminder provides lots of opportunities for children to use tools for a purpose. She supports children as they use rollers and cutters to manipulate dough. Children are supported well to make good progress in their communication and language. The childminder constantly talks with children about what they are doing and how they are playing. She asks them questions that encourage thinking and discussion.

### Personal development, behaviour and welfare are good

The childminder develops warm and caring relationships with children. She helps them to gain confidence in social situations, in order to help prepare them for their move on to school. Children have a variety of opportunities to learn about other cultures and the wider world. They regularly visit places of interest and are taught to respect their environment and to value differences and similarities in people. Children help to care for living things as they investigate tadpoles and learn about life cycles. The childminder is a positive role model and actively promotes good behaviour and kindness. She provides healthy and nutritionally balanced snacks and meals. Mealtimes are a social occasion where children's self-care skills are encouraged.

### Outcomes for children are good

All children make good progress in their learning and development based on their starting points. The childminder effectively supports children to acquire the key skills required for the next stage in their learning, including school. Children develop self-confidence, independence and good social skills.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY412796  |
| <b>Local authority</b>             | Wigan   |
| <b>Inspection number</b>           | 1042318   |
| <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>       | 4 - 4   |
| <b>Total number of places</b>      | 12  |
| <b>Number of children on roll</b>  | 1   |
| <b>Name of provider</b>            |   |
| <b>Date of previous inspection</b> | 23 May 2012   |
| <b>Telephone number</b>            |   |

The childminder was registered in 2010 and lives in Wigan. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and is registered to work with an assistant.

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