

# Childminder Report

**Inspection date**

17 May 2016

Previous inspection date

17 December 2013

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | Previous inspection:    | Requires Improvement | 3        |
| 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 has made significant progress since her last inspection to make the required improvements and enhance the quality of her provision. She makes good use of her observations and assessments to plan further experiences that help children to achieve their next steps in learning.
- The childminder provides an attractive and stimulating environment where all children can freely make independent choices in their play from a good range of toys and resources available to them.
- Partnerships with parents are good. The childminder includes parents in the assessment of children's learning right from the start. She continues to share detailed information daily with parents to keep them up to date with their children's learning and development. Children make good progress.
- Children share close relationships with the childminder and they are happy and settled in her care. This helps to promote children's emotional well-being.
- The childminder is attentive to children's individual needs and monitors their progress well. Children develop independence, self-confidence and persevere when faced with challenges in their learning and are keen to engage in the activities provided.

### It is not yet outstanding because:

- The childminder's reflection on practice does not yet have the very high rigour in which to drive the provision forwards to the next level.
- Occasionally, the childminder does not fully support children to use the correct pronunciation of words.

## What the setting needs to do to improve further

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

- sharpen the way in which reflection is used in order to identify areas for further enhancement in practice
- extend opportunities for children to use the correct pronunciation of words and further support their good speech and language skills.

### Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation, such as self-evaluation and evidence of the suitability of the childminder and household members.
- The inspector checked evidence of the childminder's qualifications, training certificates and risk assessments, and looked at a sample of her policies and procedures.
- The inspector held conversations with the childminder and children throughout the inspection.
- The inspector took account of the views of parents from written feedback they had provided.

**Inspector**  
Daphne Carr

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the procedure to follow should she have concerns about the welfare of a child in her care. She maintains her first-aid qualification and keeps her knowledge of changes to childcare practice updated through accessing online courses. The childminder has detailed policies, procedures and risk assessments in place, which she uses well to help her keep children safe. The childminder effectively supports her assistants and ensures that they understand their roles and responsibilities. She considers the views of all those involved when making changes to her practice. For example, she observes and acts on children's interests and learning needs and gathers parents' views through questionnaires.

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

The highly qualified childminder builds on children's recent interests. Children continue learning about caterpillars through curious investigations in a well-planned activity. Children search for hidden models of insects in sand. They inquisitively dig and uncover butterflies and ladybirds. The childminder uses skilful questions to help children understand how to identify and name the insects they discover. Children learn new words, such as dragonfly. The childminder teaches them about how some insects hatch from eggs, modelling this in the sand. Children use magnifying glasses to make close observations. The childminder extends learning further and introduces mathematical language. She encourages children to look for real insects under stones in the garden. Children use photographic charts and identify slugs, ants and millipedes. The childminder enthusiastically joins in with children's discoveries, which helps to encourage them to enjoy learning.

### Personal development, behaviour and welfare are good

The childminder encourages children to learn about healthy lifestyles. For example, she provides nutritious, home-cooked meals and fresh fruit for snacks. Children enjoy plenty of fresh air and physical exercise in the childminder's interesting garden. They learn to take age-appropriate risks as they carefully carry watering cans to water grass seed, sown in a model of a caterpillar. The childminder effectively promotes children's self-esteem, offering constant praise and encouragement. She supports them to understand boundaries and routines. Children behave well and are very kind to each other. They learn about the wider world through a range of positive experiences. They visit places of interest in the local community, such as the park and beach. Children taste foods from around the world and are encouraged to talk about their varied backgrounds and experiences. As an aeroplane flies overhead, children recall a friend who is flying to another country on holiday.

### Outcomes for children are good

Children make good progress from their individual starting points. They enjoy each other's company, are eager, motivated to learn and develop independence skills from a young age. For example, they help set the table at mealtimes and learn to put on their own coats before playing outside. They are supported to gain the key skills to help them move on to their next stage of learning and their eventual move to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY454271  |
| <b>Local authority</b>             | Wigan   |
| <b>Inspection number</b>           | 1043624   |
| <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>       | 1 - 5   |
| <b>Total number of places</b>      | 12  |
| <b>Number of children on roll</b>  | 11  |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 17 December 2013  |
| <b>Telephone number</b>            |   |

The childminder was registered in 2012 and lives in Appley Bridge, Wigan. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She occasionally works with two assistants.

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