

Childminder Report

Inspection date

13 July 2016

Previous inspection date

22 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 good progress since her last inspection. She has successfully addressed the required improvements.
- The well-qualified childminder and assistant work closely together and make regular observations and assessments of children's learning. They monitor their progress by accurately tracking children's development. This information is used to plan for children's individual next steps in learning. Children make good progress.
- The childminder and her assistant have undertaken an array of training to help improve the quality of the provision. The childminder regularly reflects on her practice to help identify her strengths and areas that she would like to develop further.
- Partnerships with parents are good. The childminder gathers important information from parents about what children already know and can do before their child's placement. She uses this to help support their future learning. Parents regularly contribute to children's assessments. The childminder fully includes them to form a united approach to children's care and learning.
- Healthy eating for children is very important to the childminder. She has recently sought the views of parents and children to further improve menus and the range of food on offer. Parents comment positively on how their children thoroughly enjoy helping to prepare the fresh fruit and vegetables they will eat at mealtimes.

It is not yet outstanding because:

- The childminder has not yet established highly effective ways to share information about children's development with other settings where they also attend.
- Occasionally, the childminder does not give children enough time to think and form answers to questions asked to help build on their good thinking skills.

What the setting needs to do to improve further

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

- strengthen partnership working with other settings and provide stronger continuity in children's learning and development
- extend questioning skills further and allow enough time for children to think and form their responses to the questions they are asked.

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 and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and assistant. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of the childminder and other adults who work on the premises.
- The inspector took account of the view of parents from written feedback they had provided.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have a good knowledge of safeguarding procedures and are fully aware of their role in protecting children in their care. The childminder's home is secure and she makes daily checks of the environment to minimise or remove any potential risk to children's safety. This helps her to effectively support their welfare. Children learn to manage their own risks, such as helping to tidy away toys to avoid tripping over them. The childminder monitors her assistant well. Together, they regularly consider the quality of teaching taking place. They are both committed to improving teaching and learning for children.

Quality of teaching, learning and assessment is good

The childminder and her assistant are enthusiastic teachers. They get to know each child well and provide a broad range of activities and experiences that helps promote learning. Children eagerly count and thread pasta tubes and small hoops onto straws. The assistant helps them to learn about mathematical concepts, such as shape and size. For example, she models pushing spaghetti through holes in a colander. Children experiment and learn that straws are too wide to be pushed through. They make their own connections in learning, pushing pipe cleaners through the holes and celebrate their own skills. Children clap their hands excitedly and the childminder and assistant praise their achievements. This helps to support children's emotional well-being.

Personal development, behaviour and welfare are good

Children are happy and settled and have formed strong bonds with the childminder and her assistant. Children behave well and use good manners. The childminder promotes a healthy lifestyle. Children regularly enjoy playing in the well equipped and interesting garden. They have opportunities to be physically active and enjoy the fresh air and exercise. Children are independent in their self-care skills. They know to wash their hands after toileting and before eating. The childminder takes children out into the community, such as the local park and toddler groups. This helps them to learn about the wider world and the childminder promotes children's similarities and differences in a variety of ways. For example, children taste food from around the world and celebrate cultures different from their own.

Outcomes for children are good

Children make good progress from their individual starting points. They are confident in new social situations and show good levels of interest in what is provided. Children choose books for the assistant to read to them and enjoy cuddles, eager to join in with favourite stories. They practise drawing pictures of their families and are encouraged to write their own names. This helps them to develop their imagination and early literacy skills. Children are developing the skills required to help prepare them for the next stage of their development and eventual move on to school.

Setting details

Unique reference number	EY474701
Local authority	Wigan
Inspection number	1051105
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	12
Number of children on roll	8
Name of registered person	
Date of previous inspection	22 June 2015
Telephone number	

The childminder was registered in 2014 and lives in Abram, Wigan. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and they both hold an appropriate qualification at level 3.

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