

Childminder Report

Inspection date	12 January 2017
Previous inspection date	9 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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's care practices effectively promote children's physical and emotional well-being. She seeks comprehensive information from parents from the outset of care to help promote continuity of their children's care.
- Teaching is consistently good. The childminder monitors children's progress in detail. She uses accurate assessments of their learning to provide challenging activities that are well matched to their needs.
- The childminder keeps parents very well informed of their children's progress and what they are being helped to learn next. She frequently seeks their views on how to promote their children's learning and what they have noticed about this. She uses this effectively to help her to plan for children's further good progress.
- The childminder reflects on the needs of children attending to help identify her own professional development needs. She demonstrates a firm commitment to developing her skills and knowledge, building on those gained from her qualification in childcare.

It is not yet outstanding because:

- Some opportunities are missed to build excellent teaching for children's self-help skills and growing independence.
- The way that the childminder gains information from parents to help bring about continuous improvement in the quality of provision, is not precise or incisive enough to help raise the quality of the provision to outstanding.

What the setting needs to do to improve further

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

- enhance the teaching that promotes children's development of self-help skills and independence
- refine the precision with which parents' views are obtained about practice and bring about further continuous improvement in the quality of provision.

Inspection activities

- The inspector viewed the areas of the premises 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 documentation related to the provision for children's welfare and learning, along with evidence of checks on the suitability of those living on the premises.
- The inspector and the childminder discussed how the childminder reflects on her practice and brings about improvement in the quality of provision. The inspector examined relevant documents.
- The inspector looked at documents provided by parents to gain their views of the setting and spoke to one parent. The inspector 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 has all required policies and procedures in place. She has a secure knowledge of how to report any concerns she may have about children's welfare to the relevant authorities. Risk is managed effectively to promote children's safety. The childminder has developed a good understanding of issues that should be notified to Ofsted to help protect children's welfare. All required records, documents and qualifications are maintained to help promote children's safety and well-being.

Quality of teaching, learning and assessment is good

The childminder makes effective use of children's interests to promote their concentration skills. Children sustain their interest in percussion and simple wind instruments, helping to develop their creativity, while they make noises relevant to stories the childminder reads. The childminder reads stories with repeated sections, and children enjoy joining in with these. She asks children questions about the pictures they can see, promoting their thinking skills. Children have good opportunities to think about the feelings of characters and to use language concerned with emotions. The childminder uses children's interest in construction toys to check their knowledge of colours. Children answer questions about the colours of blocks they build with, developing their recall skills. The childminder makes good use of children's ideas, promoting their motivation. She provides resources when children ask to make a den, helping them to decide how to construct it. Children enjoy imaginative play inside their den, while developing their communication skills and cooperation with others. Older babies show their understanding of speech and extend their experience of rhyme and rhythm, as they take part in songs with actions.

Personal development, behaviour and welfare are good

The childminder provides opportunities that help children to develop confidence when playing in larger groups of their peers, in readiness for school. She praises children frequently for their efforts and successes, developing their self-esteem. Children learn how to behave safely on and off the premises. They have regular opportunities to take small well-managed risks, while developing their strength and coordination. Resources are accessible so that children can decide what to play with and find what they need. Children learn about other people and communities not in their immediate experience. They begin to develop a positive awareness of diversity, including respect for the similarities they share with others, as well as any differences.

Outcomes for children are good

Children make good progress towards gaining the skills needed in readiness for school. They are confident and are beginning to play with others, as well as alongside them. Children learn effective routines that promote their good hygiene. They are gaining an understanding of how regular exercise and a balanced diet contribute to a healthy lifestyle. They are learning the importance of rules and boundaries to help keep themselves and others safe. Children learn good manners and to respect others, such as by sharing and taking turns.

Setting details

Unique reference number	EY295118
Local authority	Wigan
Inspection number	1064650
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	9 January 2013
Telephone number	

The childminder was registered in 2004 and lives in the Tyldesley, Manchester. She operates from 8am to 5.30pm on weekdays, excluding bank holidays and family holidays. The childminder has a relevant qualification at level 3.

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