

Childminder Report

Inspection date

24 January 2017

Previous inspection date

10 April 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 provides a welcoming and stimulating environment where children thrive, due to her effective care for their emotional and physical well-being. Children quickly form secure emotional attachments with her, which contributes to their readiness to play and learn.
- Parents contribute their views and observations from the outset to help inform the assessment and planning for their children's good progress, as well as their care. The childminder provides a variety of means to help parents become involved in their children's learning and promote continuity for this.
- The childminder makes effective use of her assessments of children's learning to help provide levels of challenge that promote their individual good progress. She identifies children's interests and this helps to extend their concentration on activities.
- The childminder demonstrates a strong commitment to building on the skills and knowledge gained from her initial training. She identifies possible training and professional development that can help her to further promote children's well-being and good progress.

It is not yet outstanding because:

- The childminder has not developed a precise focus, including when seeking parents' views, to help raise the quality of all aspects of practice to exceptional levels.
- The childminder does not make the best possible use of all opportunities to teach self-care skills to children under three years old and further enhance their developing independence.

What the setting needs to do to improve further

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

- increase the precision with which parents' views are sought and build further on improvement in the quality of provision
- extend the opportunities for children under the age of three years to develop greater self-care skills and independence.

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 relevant 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 provision and brings about continuous improvement in the quality of provision.
- The inspector looked at documents provided by parents to gain their views of the setting and spoke to one parent. She also 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 to help safeguard children's welfare. 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 help promote children's well-being and minimise the likelihood of accidents. The childminder reflects on her provision and acquires new resources to help further support children's learning. She monitors children's progress and well-being carefully to help build on her existing high standards of provision.

Quality of teaching, learning and assessment is good

Children easily access the resources they need to support their play and learning, promoting their opportunities to make decisions. The childminder makes good use of everyday events, such as snack times, to incorporate learning. She encourages very young children to help cut soft fruit and to decide whether it should be in slices or halves. Children become familiar with language related to mathematics and shape. They delight in exploring the texture of different cereals, while scooping them into containers. The childminder encourages children to solve problems independently, such as how to best fill very narrow tubes. She uses babies' interests, such as throwing the cereal, to introduce new descriptive words. The childminder models standing on the cereal and talks about the crunchy sounds made. She frequently uses songs and rhymes to maintain children's and babies' attention, helping to develop their listening skills and concentration. The childminder encourages very young children to learn to count and they show very good progress in this. Children under two years confidently count objects to five accurately.

Personal development, behaviour and welfare are good

The childminder praises children for their successes and efforts, developing their self-esteem and motivating them to further learning. Children learn to observe rules and boundaries, as the childminder implements these consistently, helping children to manage their feelings and behaviour. The childminder teaches children to use good manners and to be kind to others. She uses children's interests and ideas to promote their learning, showing children that their views are valued. Children are confident to ask for activities, showing confidence that their requests will be respected. The childminder teaches children about other communities and people not in their immediate family or experience, initiating a positive awareness of diversity. Children begin to develop respect for the similarities they share with others, as well as any differences.

Outcomes for children are good

Children make good progress towards the skills needed for their next steps in learning, especially their communication skills. They learn to use effective hygiene routines and to enjoy healthy foods and exercise. Children take small, carefully managed risks in their play, demonstrating good self-confidence and emotional security. They learn to play alongside others and begin to share resources.

Setting details

Unique reference number	EY453673
Local authority	Wigan
Inspection number	1066340
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	10 April 2013
Telephone number	

The childminder was registered in 2012 and lives in the Shevington area of Wigan, Greater Manchester. She operates from 7.30am to 5.30pm on weekdays all year round, excluding bank holidays and family holidays.

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