

# Childminder Report

**Inspection date**

26 January 2017

Previous inspection date

10 May 2013

<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 comprehensive information for parents from the outset about their children's welfare. Her effective care practices contribute to children's good physical and emotional well-being and help them to be ready to learn.
- The childminder makes frequent observations of children's learning and uses these to assess their progress in detail. She plans what children need to learn next with their parents and checks that parents have sufficient information to continue this at home.
- Activities and interactions are well matched to children's interests and learning needs. The childminder uses her long-standing experience effectively to quickly provide additional resources that sustain children's concentration and extend their learning.
- The childminder maintains a firm commitment to professional development that enables her to maintain a good standard of provision. She builds effectively on the skills and knowledge gained from her qualifications and experience for the benefit of children. She supervises her assistant well and ensures that they follow her guidance and maintain her standards.

### It is not yet outstanding because:

- Ways that have been introduced to help parents make an even greater contribution to their children's learning are not yet fully embedded and their impact evaluated.
- The childminder does not use opportunities well enough to extend babies' experiences of song, rhyme and rhythm.

## What the setting needs to do to improve further

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

- embed the initiatives to further promote parents' involvement in their children's learning and evaluate the impact on children's progress
- extend the opportunities for babies to experience rhyme, rhythm and song to support their developing language and creative expression.

### 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 or working on the premises.
- The inspector and the childminder discussed how the childminder reflects on her provision and brings about continuous improvement.
- The inspector looked at documents provided by parents to gain their views of the setting. She 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 a secure knowledge of how to report any concerns she may have to the relevant authorities. All required procedures and documents are in place to help underpin children's welfare, including the management of any complaints about the provision. Risk is well managed to help minimise the likelihood of accidents. The childminder seeks parents' views to check that her provision continues to meet their children's needs, making any adjustments if required. Her reflection on the provision is effective, enabling her to maintain high-quality care and learning for children. She ensures that her assistant maintains a valid qualification in paediatric first aid, in case she is ever needed to work unsupervised with children.

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

The childminder has developed a highly stimulating and welcoming environment which contributes to children's motivation to explore and learn. Babies quickly begin to seek out resources that interest them and this helps them to develop greater coordination and strength. The childminder makes good use of children's interests, such as puzzles, to teach them single words, extending their vocabulary. Children copy the childminder and say the names of animals on the puzzle pieces, learning new words. The childminder encourages them to replace pieces in the board, developing their awareness of shape and space, as well as their manipulative skills. She makes effective use of the activity to help children learn numbers. Children aged under two years confidently say numbers in the correct order to three. The childminder provides activities to encourage children's respect for the similarities they share with others and a positive awareness of diversity.

### Personal development, behaviour and welfare are good

The childminder encourages children to begin to make decisions. Children decide which foods they would like for breakfast and use speech to indicate their preferences. The childminder praises children for their efforts in communicating, helping to motivate them to further success. Resources are highly accessible, helping children to develop independence and follow their interests. The childminder uses effective hygiene routines, such as for changing nappies, to help support children's good health. She provides a variety of experiences to help children build their confidence. Children play with larger groups of children when they go on outings and learn to take small, well-managed risks, such as when on visits to playgrounds.

### Outcomes for children are good

Children make good progress towards the skills and attitudes needed for their next steps in learning and their eventual move to nursery or school. They quickly develop communication skills, including for speaking. Children are curious and keen to explore their environment, and they develop good coordination and an enjoyment of moving. Children learn to enjoy a balanced diet and use effective hygiene routines before eating. They gain the confidence to try new experiences. Children are beginning to gain the skills needed to play alongside their peers and to share resources. Although children are young, they understand routines and expectations and behave well.

## Setting details

<b>Unique reference number</b>	322851
<b>Local authority</b>	Wigan
<b>Inspection number</b>	1064126
<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>	0 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 May 2013
<b>Telephone number</b>	

The childminder was registered in 1999 and lives in the Standish area of Wigan, Greater Manchester. She operates from 7.30am to 6pm on weekdays all year round, excluding bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She occasionally works with an assistant.

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