

# Childminder Report

**Inspection date**

7 February 2017

Previous inspection date

25 September 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's calm and nurturing practice promotes children's physical and emotional well-being. Children form strong emotional attachments to the childminder, supporting their learning.
- The childminder makes regular observations of children's learning and uses these to form accurate assessments. She uses what she knows about their progress to provide challenging activities that promote further learning.
- Parents are kept well informed of their children's care and progress. The childminder seeks comprehensive information regularly about what they know about their children's learning and routines. She uses this effectively to better meet their children's needs.
- The childminder identifies areas where she would like to extend her skills and knowledge to build on those gained from her initial childminding training. She ensures that she maintains all qualifications and knowledge to meet statutory requirements and provide a good standard of care and teaching.

### It is not yet outstanding because:

- The childminder does not seek exceptionally precise information from parents and other sources when reflecting to help improve the quality of the provision to the highest levels.
- The childminder does not make the best possible use of opportunities to teach children describing words.

## What the setting needs to do to improve further

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

- strengthen the precision of information used to inform reflection on practice, including from parents, and bring about further continuous improvement in the quality of provision
- build on the teaching that promotes children's learning of descriptive language.

### 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. 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 about children's welfare to the relevant authorities. She manages risk effectively and minimises hazards to children's welfare. The childminder monitors children's learning closely, helping her to identify any gaps and make quick interventions to narrow these. Parents praise the childminder highly for the care and activities that she provides for their children.

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

Children and babies enjoy exploring baskets of natural and synthetic materials. Babies develop their manipulative skills while handling different objects and learning to make sounds, such as by shaking them. The childminder makes effective use of children's exploratory play to introduce counting, helping them to gain an awareness of numbers. She encourages children and babies to enjoy books and turn the pages independently. The childminder asks simple questions about the pictures to check children's understanding of words. They learn new words after listening to stories and try to say these. The childminder provides opportunities for children and babies to gain the confidence and skills needed to play in larger groups. She has a secure understanding of the skills and attributes that children need to help them to be successful when they start school. The childminder recognises the importance of children learning about other people and communities. She provides a range of resources to help children to gain a positive awareness of diversity and to respect the similarities they share with others.

### Personal development, behaviour and welfare are good

The childminder provides regular opportunities for babies and toddlers to enjoy exercise and the outdoors. Babies have plenty of surfaces to use to pull up to standing and hold for support while learning to walk and balance. Children also enjoy taking small, carefully managed risks using equipment in playgrounds and play centres. The childminder encourages children to contribute their help to small tasks. Children enjoy tidying toys into baskets and begin to share responsibility. The childminder praises babies and very young children for feeding themselves, developing their self-esteem. She implements simple rules and boundaries sensitively, including teaching children to manage their safety. The childminder models sharing for young children and babies and they copy her behaviour. Resources and toys are accessible, helping to promote independence. Children decide what they want to play with and easily find what they need.

### Outcomes for children are good

Children make good progress in gaining the skills needed to build on their learning and development. They explore the resources and environment and are becoming confident communicators. Children are developing the basis for enjoying a balanced diet and exercise as part of a healthy lifestyle. They learn routines that promote good hygiene and minimise the risk of cross-infection. Children are beginning to play alongside others and to take turns using toys and resources.

## Setting details

<b>Unique reference number</b>	EY460634
<b>Local authority</b>	Wigan
<b>Inspection number</b>	1066785
<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 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	25 September 2013
<b>Telephone number</b>	

The childminder was registered in 2013 and lives in the Orrell area of Wigan, Greater Manchester. She operates from 8am to 5.15pm, on weekdays, all year round, excluding family holidays and bank holidays.

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