

# Childminder report

<b>Inspection date</b>	18 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
Effectiveness of 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

### The provision is good

- The childminder evaluates her practice regularly. She identifies and implements improvements where needed. She gains feedback from parents and accesses training to support her own and her assistant's professional development.
- Children are happy and settled. They form close bonds with the childminder and are relaxed as they play. They demonstrate a strong sense of belonging in the childminder's welcoming home.
- The childminder assesses children well and plans activities that interest and enthuse them. Children make good progress and gain new knowledge and skills as they play.
- Children learn how to manage their behaviour. The childminder helps them to understand how their actions affect others. They show care and respect for one another, readily sharing the resources and organising fair turn taking.
- Partnerships with parents are good. The childminder keeps parents involved and well informed about their child's progress. For example, she sends them regular photographs and informs them about their child's daily routines and activities.

### It is not yet outstanding because:

- The childminder does not consistently offer as many outdoor learning opportunities to fully extend the development of children who prefer to learn in this environment.
- At times, the childminder does not make the best use of opportunities to maximise children's independence skills.

## What the setting needs to do to improve further

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

- enhance the use of the outdoor area to offer children who prefer to learn outside further play and learning opportunities
- make the most of opportunities to help children extend on their already good independence skills even further.

### Inspection activities

- The inspector observed the childminder's interactions with the children to assess the quality of teaching.
- The inspector spoke to children, the childminder and her assistant at appropriate times during the inspection.
- The inspector sampled some documentation, including children's records, suitability documents for household members and training and qualification certificates.
- The inspector had a tour of the premises.
- The inspector read and took into account written feedback from parents.

**Inspector**  
Suzy Marsh

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder and her assistant know what they must do if an allegation is made against one of them. They are aware of their duty to prevent children from being drawn into situations that may put them at risk of harm. The childminder trains her assistant to understand and follow well-established procedures for child protection. The childminder accesses training, works alongside her assistant and meets with other providers to share ideas and develop practice.

Testimonials from parents are very complimentary about the childminder and the service she provides.

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

The childminder listens to children and acknowledges their individual interests. She provides a wide range of opportunities for children to learn about the things that inspire them. As children engage in imaginative play in the home corner, the childminder enhances their learning and provides real nappies for changing the babies. This cultivates an environment where children become motivated to learn. The childminder supports children to develop good communication and language skills. She uses skilful questioning techniques and encourages children to recall past events and talk about what they are doing. For example, as young children play with familiar treasure baskets, she introduces new words and encourages them to repeat these.

### Personal development, behaviour and welfare are good

The childminder creates a warm and welcoming home. She supervises children well and teaches them how to keep themselves safe. For example, she explains to children the importance of sitting on their chair properly so they do not fall and hurt themselves. During their play, the childminder gives children plenty of praise and encourages them to complete tasks. Children are happy, motivated and show good levels of emotional well-being. The childminder is a positive role model, she teaches children to be polite and encourages good behaviour. She supports children to learn about the importance of healthy lifestyles, such as taking exercise and eating nutritious food.

### Outcomes for children are good

Children make good progress in relation to their starting points and learn the skills that will help them in the future, including when starting school. They listen to instructions and develop good concentration. They count with confidence, compare size and recognise colour and shape. Children are active and eager participants in activities and enjoy their learning.

## Setting details

<b>Unique reference number</b>	EY535918
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10077073
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2016 and lives in Leigh, which is in the borough of Wigan, Greater Manchester. She provides childcare each weekday from 7.30am to 6pm, all year round except family holidays. She holds an early years qualification at level 4 and works with an assistant.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

