

# Childminder report

<b>Inspection date</b>	23 November 2018
Previous inspection date	13 December 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

### This provision is good

- The childminder provides a broad range of toys on low-level storage units. This helps children to make independent choices and initiate their own play.
- Children develop good coordination and physical skills through activities, indoors and on outings. They confidently use a range of tools to model dough and climb on equipment at local parks and a soft-play centre.
- Children learn effectively about the local community and nature on a range of outings. They feed the ducks at the local park and learn about reptiles at the pet shop.
- The childminder praises children for good behaviour, such as tidying up, with words and high fives. This helps to promote children's confidence and self-esteem.
- The childminder provides a wide range of interesting activities to help children make good progress in their learning. Children are eager to learn and are well prepared for school.
- When supporting group activities, the childminder does not fully use what she knows about each child's ability and what they need to learn next to best support their learning.
- Information exchanged with parents and other settings that children attend sometimes lacks enough detail to help support highly effective planning.

## What the setting needs to do to improve further

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

- make more effective use of what is known about each child's abilities when supporting their group play to help raise the quality of teaching and learning to an even higher level
- exchange information in more detail with parents and other settings that children attend to help gain a fuller picture of children's abilities and support highly effective planning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as the evidence of the suitability of household members.
- The inspector spoke to some children during the inspection and took account of the views of parents and carers provided in writing.

**Inspector**  
Lynne Naylor

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder regularly updates her knowledge of child protection and wider safeguarding issues and knows how to report concerns. The childminder has addressed the action from the last inspection. She uses a daily checklist to help assess risks to children and reminds them to tidy up toys, so they can move around the floor safely. The childminder evaluates her practice, takes on board the views of parents and is beginning to gather their views on a wider range of issues. She makes good use of the knowledge and skills gained from her qualification and training to support children's development. Following training on how to work with babies and toddlers, she promotes their language development well.

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

Parents provide useful information about their children's abilities when they first start. The childminder observes, assesses and tracks each child's progress regularly. This helps her to identify and close gaps in children's learning. She carefully identifies what each child is to learn next and provides an enjoyable activity to help them take their next steps. Activities include peeling sprouts to specifically help a child to develop finger dexterity. When the children are interested in group activities, they concentrate well and stay engaged. The childminder plays alongside children and encourages them to develop some good skills during group activities. For example, children count and name shapes while playing with dough, helping to build up some mathematical knowledge.

### Personal development, behaviour and welfare are good

Children's care needs in relation to diet, sleep and toilet training are carefully met, as discussed and agreed with parents. Children learn in a range of ways how healthy eating and exercise support a healthy lifestyle. They know to help themselves to drinks of water when thirsty. They talk about the health benefits of foods as they serve themselves lunch. Discussions, stories and craft activities help to raise children's awareness of cultures and faiths. At Easter, children investigate items, such as straw and flowers. They use a spoon to pick up eggs and put them in a bucket, helping to develop their hand-to-eye coordination. Children learn to think about others during activities, such as printing hearts to make Valentine cards and making poppy biscuits for Remembrance Day.

### Outcomes for children are good

Children make good progress from their starting points and develop the key skills needed for future learning. They learn to use technology while operating toys, such as a battery-operated fire engine. They listen carefully to stories and finish the sentences with rhyming words, helping them to develop good speaking and literacy skills. The childminder regularly takes children to local groups to help them learn how to socialise with others, work in bigger groups and take turns through sharing activities.

## Setting details

<b>Unique reference number</b>	EY494918
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10079658
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	13 December 2017

The childminder registered in 2015 and lives in Ashton in Makerfield, Wigan. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-year-old children. The childminder holds an appropriate early years qualification at level 3.

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