

# Childminder report

<b>Inspection date</b>	4 December 2018
Previous inspection date	14 July 2015

<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 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 is dedicated and passionate about delivering a high-quality service. She regularly evaluates her practice, has clear action plans in place and seeks the views of parents and children. This contributes to ongoing changes, reflections and improvements being made.
- The childminder is a positive role model and sets clear, age-appropriate house rules. She gently reminds children of these rules throughout the day, such as using good manners, being kind, sharing and take turns. This helps children develop strong social skills and their behaviour is good.
- Children go on a wide range of outings. This adds to children's growing awareness of the community in which they live.
- The childminder skilfully meets the different learning needs of each child during group activities. Teaching is highly effective, which helps children make good progress.
- The childminder creates a calm and reassuring atmosphere for young children in which they are able to feel at home. She helps children to feel emotionally secure and develops their confidence so they can become independent learners.
- The childminder regularly observes children and records their achievements. However, her new system for assessment and monitoring children's progress is not yet embedded to clearly show the progress made.
- Some aspects of the partnerships with parents, although good, are not consistently strong for all families.

## What the setting needs to do to improve further

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

- fully embed the new system for assessment and monitoring, in order to check children's progress more precisely and further promote the good outcomes for children
- promote even more effective ways of sharing ongoing information about children's activities, care routines and progress with parents.

### Inspection activities

- The inspector viewed the premises, toys and equipment and held discussions with the childminder.
- The inspector observed the childminder playing and interacting with the children and the impact this had on children's learning.
- The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of all adults living in the household and looked at a selection of policies and procedures, including safeguarding and self-evaluation.
- The inspector took account of the written views of parents.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.

**Inspector**  
Emma Barrow

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of potential signs and symptoms of abuse and is confident of the procedure to follow in reporting concerns. She carries out robust risk assessments and daily checks of the premises and outings. This ensures the safety of children. Policies and procedures are well organised and in line with current legislation. The childminder is dedicated to further improving her knowledge and skills. She completes additional training, regularly seeks out new information and keeps abreast of current changes. For example, she has recently completed a course on autism to help support a child in her setting. The childminder has formed effective partnerships with the local authority and other early years professionals who share children's care and learning. This joint approach supports children's good progress.

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

The childminder is well qualified, has a wealth of experience and uses her skills to successfully support and challenge children during their play. Children are deeply involved in a range of interesting learning opportunities that covers all the areas of learning. The children benefit greatly from the childminder's awareness of when to interact with them and when to observe from afar. The childminder talks with children and extends their vocabulary by providing a range of additional words. They enjoy drawing, making marks and discussing that they have drawn different members of the shark family. The childminder suitably organises her home to be inclusive, accessible and safe. The playroom is well laid out to encourage children to help themselves to toys of their choice. Children are quickly engaged in play and are motivated to learn. Parents comment on how they could not be happier with the care their children receive from the, 'Reliable, compassionate and supportive childminder'.

### Personal development, behaviour and welfare are good

The childminder forms close bonds and secure attachments with children. She knows the children very well and adheres to all their care needs effectively. The environment is homely and welcoming. This supports children's emotional well-being and they are happy and content. Children learn the importance of being active and leading a healthy lifestyle. They enjoy meals that are healthy, balanced and nutritious. The childminder plans these well to specifically meet children's dietary needs. She purposefully supports children's emerging self-care skills. This includes providing opportunities to try tasks themselves, such as encouraging babies to hold their spoon at lunchtime.

### Outcomes for children are good

Children make good progress. They easily move between the lounge and the dining room, choosing where they wish to play. This helps to promote children's independence and supports them to become active learners. Children are self-assured and confident, and establish an enthusiastic, motivated attitude towards their learning. Children carry out independent tasks, such as tidying away toys after themselves. These skills prepare children well in readiness for future learning, such as school.

## Setting details

<b>Unique reference number</b>	EY339637
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10066778
<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>	6
<b>Date of previous inspection</b>	14 July 2015

The childminder registered in 2006 and lives in Wigan, Lancashire. She operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years qualification at level 5.

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