

Childminder report

Inspection date	6 December 2018
Previous inspection date	15 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 has strong partnerships with parents and schools. She keeps parents well informed of the good progress children make and ensures they have ample opportunities to share their views. Parents' feedback is extremely positive and praises the professionalism and skills of the childminder.
- The childminder supports children's communication and language skills well. For example, she repeats simple words and phrases, and uses effective questioning to develop and extend children's vocabulary.
- The childminder is friendly and enthusiastic. She knows children well and has developed positive relationships with them. This supports children's emotional well-being as they display high levels of self-confidence.
- The childminder completes regular observations and assessments of the children's learning and identifies gaps swiftly. Planned activities have a specific focus and support children's next steps in learning. Children make good all-round progress.
- The childminder does not maximise opportunities and experiences for children to learn about the wider world and different communities around them.
- Although the childminder has introduced new systems to establish starting points on entry, not enough information is gathered from parents to ensure starting points are clear and activities are planned effectively from the start.

What the setting needs to do to improve further

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

- extend the experiences children receive to learn more about the world around them
- review and improve the way that information about children's starting points is gathered from parents and used to inform future planning more effectively from the beginning.

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 evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and looked at relevant documentation.
- The inspector spoke to children during the inspection.
- The inspector took account of parental views through discussion and written feedback.

Inspector

Donna Jennings

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder and her assistant are aware of the possible signs of abuse and neglect, and know what actions to take if they have any concerns. Robust policies and procedures accurately reflect all local safeguarding procedures. The childminder and her assistant regularly attend training to update their knowledge. For example, the childminder has completed training to support language development of children in her care. Effective risk assessments are in place and there is a strong focus on keeping children safe. This helps to promote children's welfare. Partnerships with parents are effective and parents are highly complimentary of the skills and knowledge of the childminder.

Quality of teaching, learning and assessment is good

The childminder has a good range of resources which she uses well to help her plan a variety of interesting activities. Resources are freely accessible to encourage children to be independent and make their own choices during play. The childminder and her assistant use a range of effective strategies to promote children's communication and language skills. For example, the childminder introduces new words during a farm activity, such as 'trotters', 'squeak', 'gallop' and 'oink'. She models and demonstrates new words using songs, rhymes and books. Children excitedly join in with confidence and plenty of enthusiasm.

Personal development, behaviour and welfare are good

Children's behaviour is excellent and they display high levels of self-confidence and positive social skills. They form friendships with each other and learn to share and take turns when playing. The childminder creates a warm and welcoming environment for children. She makes good use of daily opportunities, such as lunchtime, to talk to the children about healthy snacks and hand hygiene. Children manage their self-care skills well and know to wash their hands before eating and after toileting. The childminder skillfully teaches the children about the importance of keeping safe. For example, she completes fire evacuations, so children have a greater understanding what to do in the event of a fire in any situation.

Outcomes for children are good

Children make good progress. They enjoy singing songs, listening to stories and playing together. They practise counting and identifying numbers and colours during their play. Children show good concentration and are competently absorbed in their play. Good relationships with the childminder and her assistant help children to settle quickly and gain confidence. Children laugh and talk as they interact with the childminder and discuss all the different farm animals that are in the farming tray. Children are well prepared for future learning and for school.

Setting details

Unique reference number	322684
Local authority	Wigan
Inspection number	10066768
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	15 September 2015

The childminder registered in 1994 and lives in Astley near Manchester. She operates all year round from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and has a relevant qualification at level 3.

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