

# Childminder report

<b>Inspection date</b>	17 December 2018
Previous inspection date	14 May 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 supports very young children's communication skills well. For example, she consistently models simple language and introduces new words, such as, 'ball' and 'bauble'. Very young children attempt to copy new words. This helps to build on their early vocabulary effectively.
- Very young children enjoy exploring and show curiosity in how things work. For instance, they work out how to open Christmas baubles to discover coloured blocks that the childminder has hidden inside. This helps very young children to learn how to solve simple problems and make new discoveries.
- The childminder considers the views of parents and children in her self-evaluation process. For instance, she has changed the way that she shares information with parents. Parents are kept well informed about the good progress their children make more clearly. For example, through sharing assessments, learning journals, daily discussions and text messages.
- The childminder creates a warm, positive and homely environment for children. She offers flexible settling-in sessions that closely meet their emotional needs. Children are happy. They form strong bonds with the childminder.
- The childminder is patient, kind and caring. She gets to know children very well and incorporates their individual care needs and routines into the day. Children rest and sleep as they need to. The childminder responds to the signs that children are becoming tired and ensures they are continually monitored as they sleep.
- At times, the childminder does not adapt activities in response to children's emerging and changing interests. This means that children do not always remain fully focused and engaged in activities that adults lead.
- The childminder's programme for professional development is not highly focused to help to raise the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- adapt activities in response to children's emerging and changing interests more, to help them to remain focused and fully engaged during adult-led activities
- extend arrangements for professional development that provide more opportunities to raise the good quality of teaching even higher.

### Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's suitability and training certificates.
- The inspector took account of the views of parents from written feedback they had provided.

#### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of leadership and management is good

The childminder supervises children closely and helps to keep them safe. For example, she makes sure very young children have plenty of space to safely move around in her home. The childminder assesses risks to children's safety well. For instance, she moves objects out of their way as they practise their early walking skills. This helps to prevent children from tripping and hurting themselves. Safeguarding is effective. The childminder keeps her knowledge of safeguarding policies and procedures and the wider aspects of protecting children updated. She has a good understanding of what procedures to follow should she have a concern about the welfare of a child in her care.

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

Children develop an interest in books and enjoy sharing these with the childminder. Very young children turn the pages and point at the pictures. The childminder names the objects on the page and encourages children to copy her. She extends learning further, such as when she helps children to explore with their senses. Very young children feel the different textures on the pages. The childminder uses descriptive language effectively, such as, 'soft' and 'squashy'. This helps to build on children's early sensory skills effectively. Overall, all children engage well in what is provided. They are motivated and keen to learn.

### Personal development, behaviour and welfare are good

The childminder is a good role model for children. She teaches children to play collaboratively, take turns and share resources with their friends. The childminder offers plenty of positive praise and encouragement. This helps children to develop good levels of self-esteem and confidence. Children behave well. The childminder helps children to learn about healthy lifestyles. For instance, she provides them with nutritious food and plenty of opportunities to be physically active. The childminder takes children out into the community regularly. Children enjoy visiting the local nature reserve and toddler groups. This helps them to learn about the natural world and to build on their early social skills effectively.

### Outcomes for children are good

Children are inquisitive, curious and active learners. Very young children develop independence from an early age. For example, they lead their own play and select resources freely from the good range available. Very young children show determination to dress themselves, such as when they try to put on their coats. They push their arms into sleeves and applaud their own achievements, showing a strong can-do attitude. Very young children enjoy pressing buttons on toys to hear sounds, learning that their actions cause an effect. All children make good progress from when they first start. They develop the skills they need in readiness for future learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY453725
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10071407
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	14 May 2015

The childminder registered in 2012 and lives in Hawkley Hall, Wigan. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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