

# Childminder report

<b>Inspection date</b>	8 March 2019
Previous inspection date	25 March 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 offers a welcoming, home-from-home environment. She is professional, organised and has procedures to ensure that she promotes children's welfare effectively at all times.
- The childminder observes children and accurately assesses what they know and can do. She monitors children's progress well and identifies any gaps in their learning and development. This helps her to ensure that children receive the precise support they need to make good progress.
- Children share positive and warm relationships with the friendly childminder. They receive regular praise and encouragement from her. This contributes to children's positive self-esteem and self-worth.
- The childminder helps children to manage their feelings and behaviour effectively. For example, she acts as a positive role model and sets clear boundaries for children to follow. Children behave well.
- The childminder forms effective partnerships with parents. She shares information on a daily basis to help keep them fully informed and involved in their children's care and learning. Parents are very happy with the services the childminder offers to them and their children.
- Professional development opportunities to help enhance the teaching skills of the childminder have not been fully explored.
- Occasionally, the childminder misses opportunities to help children independently solve their own problems during their play and learning.

## What the setting needs to do to improve further

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

- explore a range of professional development opportunities, to help raise the quality of teaching to a higher level
- provide more opportunities for children to independently solve problems during their play and learning.

### Inspection activities

- The inspector observed the quality of teaching indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

#### Inspector

Denise Farrington

## Inspection findings

### Effectiveness of leadership and management is good

The childminder has robust policies in place to keep children safe and she shares these with parents. The arrangements for safeguarding are effective. The childminder knows what signs she must be alert to and the appropriate action to take should she have any concerns about children's welfare or safety. She completes and reviews risk assessments of the premises and places that children visit. This helps to identify and minimise any hazards to children. The childminder carries out frequent fire evacuation procedures with the children, so they know what to do in an emergency. The childminder evaluates the quality of the service she provides. She considers the views of parents and children when evaluating any changes she makes to her provision. The childminder attends mandatory training and keeps up to date with changes in legislation.

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

Overall, the childminder supports children's learning effectively. She uses children's current interests very well, to help engage them in their play and learning. The childminder develops children's physical, social and communication skills well. She talks to children as they play and introduces new words to extend their growing vocabulary. For example, the childminder uses words, such as 'sticky' and 'squidgy' to help children describe the texture of dough. Children delight in sharing stories with the childminder. They eagerly talk about the pictures in story books and enthusiastically predict what will happen next. Children use their imaginative skills as they take on the role of the adult while playing with dolls, pretending to feed and care for them. The childminder encourages younger children to develop their mathematical skills in daily activities. For example, she counts with children and helps them learn about different shapes and sizes.

### Personal development, behaviour and welfare are good

Children settle quickly in the childminder's home and become absorbed in their choice of play. For example, younger children know how to select what they want to play with. This supports their self-confidence and independence well. The childminder effectively supports children's good health and hygiene. Children as young as three years of age understand the importance of washing their hands properly before eating snack. She provides nutritious meals, snacks and daily exercise. The childminder provides children with a wide range of outings in the community. They go to local parks, playgroups and shops. These experiences help children to learn about their local community, develop good social skills and understand the world around them.

### Outcomes for children are good

Children are confident and enthusiastic learners who are not afraid to try new experiences. They enjoy their play and actively explore and investigate the environment. Babies develop curiosity and positive attitudes towards their learning. Older children learn how to use a variety of tools and confidently talk about their interests. All children make good progress in relation to their starting points. They acquire a range of skills that help to prepare them for the next stage in their learning, including their move on to school.

## Setting details

<b>Unique reference number</b>	EY224371
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10071400
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	25 March 2015

The childminder registered in 2003 and lives in Leigh, Wigan. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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