

# Childminder report

<b>Inspection date</b>	25 March 2019
Previous inspection date	10 May 2016

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

## Summary of key findings for parents

### This provision meets requirements

- The childminder has a clear understanding of her role in protecting children. She is able to recognise signs and symptoms of suspected abuse and knows how to report any concerns about children's welfare. She keeps up to date with safe childcare practice, attending training to further her knowledge and understanding.
- The childminder demonstrates a good knowledge of the learning and development requirements. She understands how children learn and describes how she would observe, assess and plan for children's individual next steps in order to support their progress.
- The childminder provides a clean, safe and welcoming environment for children, indoors and outdoors. Resources are plentiful and are organised to support children's independent choice in play.
- The childminder understands how to promote children's emotional well-being. She shows an awareness of the importance of helping children feel safe and secure. She explains how important it is to encourage children to develop a positive can-do attitude to their learning.
- The childminder values the importance of working in partnership with parents. She explains how she would share information to optimise children's well-being and to promote their progress.
- The childminder describes how she intends to manage children's behaviour, using consistent, age-appropriate strategies that support children's understanding of right from wrong.
- The childminder understands the role of self-evaluation in promoting improvements for children who attend her setting. She recognises the importance of reviewing her childminding practice, to help her improve her service, and gathering the views of parents and children.

There were no children present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

### Inspection activities

- The inspector viewed all areas of the setting that will be used for childminding.
- The inspector spoke to the childminder about how she intends to deliver the learning and development requirements for children.
- The inspector spoke to the childminder about how she intends to meet the safeguarding and welfare requirements.
- The inspector and childminder reviewed and discussed how the childminder evaluates her provision, looked at the evidence of the suitability of adults living in the household and her policies and procedures.
- The inspector saw a variety of toys, resources and equipment available to meet the needs of children of all ages.

### Inspector

Karen Cox

## Setting details

<b>Unique reference number</b>	322609
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10066790
<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>	7 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	10 May 2016

The childminder registered in 1998 and lives in Winstanley, Wigan. She operates from 7.30am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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