

Childminder report

Inspection date	6 June 2019
Previous inspection date	17 December 2018

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Inadequate	2 4
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 committed childminder understands her role and responsibilities. She has embraced support from the local authority adviser. She has used advice and guidance to make significant improvements to the quality of her provision. The childminder is aware of the strengths of her setting and has attended some training to help her to progress. Overall, this has helped her to achieve a good standard.
- Partnerships with other settings that children also attend are now established. The childminder exchanges ongoing information with them. This helps to ensure consistency and a shared approach towards supporting care and learning for older children.
- The childminder plans interesting and fun activities that enthuse children and inspire them to learn. However, she does not use assessment findings to plan precise next steps in learning, so that children are helped to make the best progress possible. That said, all children make at least typical progress and acquire the skills needed for school.
- The childminder provides a warm and homely environment. Children show from their interactions with the childminder that they feel safe and are settled in her care. Children appear happy and emotionally secure, and they show high levels of confidence.
- Partnerships with parents are strong. Parents are extremely complimentary about the childminder and her provision. However, the recently introduced systems to help parents to support children's learning at home are still in their infancy. They are not yet successful with all parents.
- The childminder has not yet established rigorous systems for her continued professional development, to help to further develop her practice.

What the setting needs to do to improve further

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

- make even better use of assessments to plan more specific and precise next steps and increase the potential for children to make rapid progress in their learning
- embed the newly introduced systems and support all parents to help to continue children's learning at home
- establish a precisely targeted programme for professional development to further develop knowledge and skills and achieve outstanding practice.

Inspection activities

- The inspector had a tour of the premises. She observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out an evaluation of teaching with the childminder.
- The inspector looked at relevant documentation, such as policies and procedures, reviewed the childminder's self-evaluation, and checked evidence of her suitability and the suitability of all adults who live on the premises.
- The inspector took account of the views of parents.

Inspector
Layla Davies

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of child protection procedures. She knows the referral process and the action to take in the event of a concern about a child in her care. She has completed safeguarding training and knows wider safeguarding issues that could affect children and families. Children learn how to keep themselves safe. For example, older children learn about road safety and press the button on traffic lights during the walk to school. The childminder recently attended training to help her to further support children's communication skills. Following the training, she provided a communication-friendly space in the playroom. This helped to encourage children to speak more readily. Their speaking, listening and attention skills have improved.

Quality of teaching, learning and assessment is good

The childminder provides toys and activities based on children's preferences. For example, to reflect a current interest of younger boys, she provides toy dinosaurs of different shapes, sizes, colours and materials. The childminder encourages young children to repeat descriptive words and describe the different dinosaurs, such as 'soft', 'squidgy' and 'sticky'. She sensitively repeats the correct pronunciation. This helps to support children's growing vocabulary and speaking skills. Children eagerly stomp the dinosaurs through straw. The childminder then extends the activity and introduces sticks and farm animal puppets. She reads a familiar story book which features straw, sticks and 'Three little pigs'. This helps to support children's interest in reading, in readiness for literacy in school. The childminder helps to promote children's physical skills. For instance, she takes them outdoors each day for fresh air and energetic play. Children climb up the steps to the slide and manoeuvre across different balancing equipment. They show increasing control as they move their bodies.

Personal development, behaviour and welfare are good

The childminder cares for children with genuine affection and positively joins in with their play. She provides clear guidance about what is acceptable behaviour and has attended training in positive behaviour management strategies. This has been valuable, and children behave well. Children are familiar with daily routines and develop good self-care skills. The childminder makes routines fun. Children delight in hand washing, using novelty taps and patterned one-wipe towels. This helps to prevent cross-contamination and contributes towards their good health and hygiene. Children eagerly use the light-up toilet. Young children capably feed themselves and develop small finger muscles. For instance, they use assorted utensils, such as tweezers, to pick up and eat fresh fruit.

Outcomes for children are good

All children are prepared for the next stages in learning. Children are keen and curious to explore. They make independent choices from accessible toys and resources. Older children help with drawing labels on toy boxes and proficiently write the name of the contents. Younger children recognise the pictures. This supports them to lead their own play. Children have a strong sense of belonging. For example, on arrival they place their belongings in their own designated space and take their shoes off.

Setting details

Unique reference number	134351
Local authority	Wigan
Inspection number	10090884
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	18
Date of previous inspection	17 December 2018

The childminder registered in 1992 and lives in Tyldesley, Manchester. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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