

# Childminder report

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 15 July 2019   |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Not applicable | <b>2</b> |
|---|---|-------------------------------|----------|
| 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 and her two assistants work very effectively as a team to meet children's individual care needs. They continuously offer praise and support as they play alongside the children.
- Children enjoy affectionate and caring relationships with the childminder and her assistants, which help to promote children's emotional well-being.
- Children are happy and settled. They demonstrate a strong sense of belonging as they confidently explore the readily available play materials in the childminder's garden.
- The childminder makes very good use of her qualified teacher status. She understands how young children learn. She effectively monitors and assesses children's capabilities to ensure any gaps in their learning are quickly identified and addressed.
- A very high priority is given to developing children's early communication. Adults model language very well, and children benefit from excellent opportunities to sing nursery rhymes, songs and listen to stories. The curriculum coverage for mathematics is less well developed.
- Children enjoy a broad range of activities and experiences that help them to make good progress in their learning.
- The childminder is very committed to her continued professional development. She is currently developing her expertise in the development of children's speech and language. Working in collaboration with her local authority as a language champion, she plans to roll out 'keys to communication' training for other childminders.
- Children under three years of age are becoming increasingly independent and demonstrate good levels of self-care. However, adults do not always do enough to raise children's awareness of behavioural expectations, for example during mealtime routines.

## What the setting needs to do to improve further

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

- enhance the opportunities for children to experience an environment that is rich in the use of numbers and create further opportunities to foster their mathematical understanding
- increase children's awareness of behavioural expectations.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector observed interactions between the childminder, her assistants and the children present.
- The inspector spoke to the childminder and her assistants and the children at appropriate times during the inspection.
- The inspector had a tour of the premises with the childminder and evaluated the effectiveness of risk assessment and the maintenance of the premises and equipment.
- The inspector checked the available evidence of the suitability checks carried out for all adults living and/or working on the premises.
- The inspector looked at a range of documentation, including assessments of children's learning, training records, risk assessments and safeguarding procedures.

### Inspector

Vickie Halliwell

## Inspection findings

### Effectiveness of leadership and management is good

The childminder is highly qualified. Since registration, she has continued to attend relevant training to further develop her knowledge and skills. She has initiated a programme for staff supervision. Assistants are invited to discuss their training needs and how they are supporting their key children. The arrangements for safeguarding are effective. The childminder and her assistants have attended training to update their knowledge of child protection issues. They are alert to possible indicators of abuse and demonstrate a secure awareness of their responsibility to report any concerns they may have about a child's welfare. Children are closely supervised to ensure their safety. The childminder uses an electronic system to maintain the records she needs.

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

The childminder works closely with parents to establish what children already know and can do. This helps her to plan effectively from the start. The childminder knows each child well and oversees their development. Close working relationships mean the small staff team work harmoniously to collectively support each child in their learning and development. The childminder provides guidance for each key person to ensure they are confident in their role as teacher and can accurately assess the progress their key children are making and where they may need additional support. Information gained from ongoing observations is used well to identify the next steps in children's learning. Two-year-old children eagerly anticipate planned activities. They spontaneously sit on the blanket when they see the childminder preparing the activity. Well planned, developmentally appropriate activities and the childminder's enthusiasm successfully gain children's interest. Two-year-old children enjoy familiar activities. They sit and wait for their turn to name an item of food that they can feed to the hungry teddy bear, laughing and giggling as he greedily gobbles it up.

### Personal development, behaviour and welfare are good

The childminder has created a stimulating child-centred space within her home. Children move freely and explore the well-presented play materials in the large conservatory and rear garden. Young children are learning right from wrong through gentle and consistent guidance. Simple explanations are appropriately used to raise children's awareness of keeping themselves safe. For example, the childminder explains to children why they need to apply sun cream when playing outside in the sunshine. Physical development is well promoted. Children confidently use small tools to cut and slice dough.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress in relation to their starting points. Children are becoming confident, curious learners. They enjoy learning the skills they need, for the next stage in their learning and eventually school, in a safe, nurturing environment. Two-year-olds show advanced levels of dexterity as they persevere with threading activities. They enjoy making marks for a purpose and benefit from a print-rich environment. Children become confident communicators. They enjoy books and confidently sing familiar rhymes. Children build positive relationships with their peers.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY540664  |
| <b>Local authority</b>             | Wigan   |
| <b>Inspection number</b>           | 10090223  |
| <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 - 7   |
| <b>Total number of places</b>      | 12  |
| <b>Number of children on roll</b>  | 17  |
| <b>Date of previous inspection</b> | Not applicable  |

The childminder registered in 2016 and lives in Ashton-in-Makerfield, Wigan. She operates all year round from 7.30am to 6pm, Monday to Friday except for bank holidays and family holidays.

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