

Childminder report

Inspection date	9 August 2019
Previous inspection date	23 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 is committed to providing good-quality care and learning for children. She seeks out further ways to continually improve her skills. For instance, she has researched ways to help children to develop their understanding of letters and the sounds that they represent. This helps to prepare children for later learning, such as school.
- The childminder evaluates the success of what she provides well. She identifies areas where she can make improvements that benefit children. For example, the childminder has designed a 'sound wall' to help to support children to hear noises in the outdoor environment. She uses this resource well, for instance to encourage children to talk about the sounds that different objects make.
- Children settle quickly and demonstrate that they are happy in the childminder's care. They form close bonds with the childminder and each other.
- The childminder provides a broad variety of toys and resources that children access freely and independently. For instance, children enjoy playing with musical instruments. They bang drumsticks together and tap a beat on a drum to songs playing in the background. Children demonstrate good coordination skills.
- The childminder completes regular observations and assessments of children's learning and identifies what they need to learn next. She uses this information well to support younger and older children to make good progress in their learning and development.
- The childminder establishes partnerships with other settings and professionals. However, these links need evolving further to enhance their effectiveness and to help to elevate children's progress to higher levels.
- At times, the childminder is too eager to provide answers to the questions that she asks children. This means that children do not have enough opportunities to process their own thoughts and respond for themselves.

What the setting needs to do to improve further

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

- strengthen partnerships with other settings and professionals to enhance their effectiveness and elevate children's progress to higher levels
- increase opportunities for children to expand their good thinking skills further and give them more time to process their own thoughts so that they can respond for themselves.

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 outdoors, 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 spoke to some parents and carers and took account of their views. She also considered written feedback they had provided.

Inspector
Daphne Carr

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of child protection issues. She knows the procedures to follow should she have concerns about a child's welfare. The childminder teaches children how to keep themselves safe. For example, she ensures that they understand how to keep themselves from slipping when they play with water outside. The childminder tracks the progress that children make well. She completes regular summaries of children's development and shares these with parents and carers. Parents and carers comment positively about the quality of service provided. They state that they will highly recommend the childminder to other parents and carers.

Quality of teaching, learning and assessment is good

The well-qualified childminder follows children's emerging interests well. She provides a variety of activities and experiences that children thoroughly enjoy. The childminder supports children to develop good mathematical skills. For example, she joins in with their game of hide and seek. Children cover their eyes as the childminder hides objects for them to find. The childminder models counting and encourages children to join in. Children skilfully count to 20 and beyond. The childminder reads favourite stories with children, who eagerly join in with counting the different fruits on the pages. Children develop good imagination skills. For example, they revisit the activity later with their peers. Children play harmoniously together as they use puppets to act out the story. They are motivated and eager to learn.

Personal development, behaviour and welfare are good

Children behave well. They consistently share and take turns with each other. Children are kind and considerate to the childminder and their peers. Overall, the childminder helps to prepare children effectively for their move to other settings. For example, children learn about what will be expected of them. They learn how to take their coats off and hang them on their pegs. Children practise self-care skills. For example, they use the toilet by themselves and wash their hands afterwards. The childminder promotes healthy lifestyles well. For instance, she provides children with fresh fruit and water at snack times. The childminder talks to them about what foods are healthy. Children tell their peers that apples are good for them. They know what constitutes healthy choices.

Outcomes for children are good

Children demonstrate a positive attitude to learning. Older children confidently recognise different shapes, such as diamond, rectangle and square. Younger children practise their good mark-making skills. They give meaning to marks they make as they draw. Younger children exclaim with confidence, 'I have made a lion.' Children are eager to share their experiences from home. They talk about photographs of their families and engage in animated discussion about the people who are special to them. Children gain important skills for their future learning.

Setting details

Unique reference number	EY474442
Local authority	Wigan
Inspection number	10066809
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 11
Total number of places	6
Number of children on roll	3
Date of previous inspection	23 February 2016

The childminder registered in 2014 and lives in Atherton, Wigan. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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