

# Childminder Report

<b>Inspection date</b>	23 January 2017
Previous inspection date	29 July 2013

<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 the 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

- Children are motivated to learn and play and the childminder's care practices effectively promote their physical and emotional well-being. Children demonstrate secure emotional attachments with the childminder and begin to form friendships with other children.
- Parents contribute information about what children can do or know from the outset, to help inform the childminder's planning for further learning. The childminder uses a wide range of means to inform parents about their children's activities and progress. She provides frequent information and ideas to help parents promote their children's learning at home.
- The childminder regularly observes children's learning and uses this to form accurate assessments of their progress. She uses her assessments to plan activities with levels of challenge well matched to children's individual learning needs.
- The childminder identifies her professional development needs effectively. She shows a strong commitment to enhancing the skills and knowledge gained from her qualifications, to help maintain good quality provision for children.

### It is not yet outstanding because:

- The childminder has not extended her monitoring of children's learning to identify and analyse any differences in attainment between the different groups of children she has in attendance, to help plan for continuous improvement in the quality of provision.
- The childminder does not best support children to recognise their feelings and use relevant vocabulary to express these.

## What the setting needs to do to improve further

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

- extend the monitoring of children's learning to identify and analyse any differences in attainment between the different groups of children in attendance, and use this information to help plan for continuous improvement in the quality of provision
- provide better support for children to be able to identify and manage their feelings and use language to explain these effectively.

### Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of teaching with the childminder.
- The inspector looked at relevant documentation related to the provision for children's welfare and learning, along with evidence of checks on the suitability of those living on the premises.
- The inspector and the childminder discussed how the childminder reflects on her provision and brings about continuous improvement in the quality of provision.
- The inspector looked at documents provided by parents to gain their views of the setting and spoke to one parent. She spoke to children at appropriate times during the inspection.

### Inspector

Jennifer Kennaugh

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of how to report any concerns she may have about children's welfare to the relevant authorities. Many policies and procedures are in place to underpin children's welfare. This includes the use of mobile phones and cameras, as well as for managing any complaints about the provision. The childminder seeks parents' views regularly to help her to improve the quality of the provision. Parents praise the childminder highly for her attention to their children's individual learning and care needs. The childminder sometimes cares for four children in the early years age range to help provide continuity. She ensures that their needs are well met at these times, including by planning to manage any emergencies.

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

The childminder makes effective use of funding to help quickly narrow gaps in children's achievement, including for their development of communication skills. She engages with relevant training to help children to progress to within reach of others their age. The childminder helps children to think critically and use what they already know. Children think about which amounts of rice on a set of scales are larger or smaller, learning concepts such as less and more. Children enjoy listening to stories and the childminder makes good use of books to help increase children's knowledge of describing words. The childminder encourages children to develop the skills needed before learning to write. Children enjoy trying to write the letters that appear in their name using water sprays. They also show good skills when identifying numbers relevant to them, such as their age. Children take part in a variety of activities to help them develop a positive awareness of diversity, including learning about festivals celebrated by other communities. They are gaining an understanding of the similarities they share with others.

### Personal development, behaviour and welfare are good

Resources are accessible to children, helping to develop their independence and self-help skills. The childminder encourages children to manage their belongings, in readiness for school. Children try to put on coats and shoes independently before asking for help. They are encouraged to help others and contribute to small tasks, learning to take turns and work as a team. The childminder praises children for their successes and efforts, such as when sharing equipment, developing their self-esteem. She sets clear boundaries for children's behaviour, showing them which actions are kind or safe for themselves and others. Children take part in daily outdoor activities. They enjoy exercise, while developing their strength and coordination.

### Outcomes for children are good

Children make good progress in preparation for school, including those who receive early funded education and any additional funding. They are quickly gaining the foundations for later learning in numeracy and literacy. Children develop self-care skills and learn how to manage their hygiene needs. They are learning how to stay healthy, as well as how to manage their safety. Children are confident and beginning to use good manners.

## Setting details

<b>Unique reference number</b>	EY453875
<b>Local authority</b>	Wigan
<b>Inspection number</b>	1066361
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	29 July 2013
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in the Leigh area of Wigan, Greater Manchester. The childminder operates from 7.30am to 5.30pm from Mondays to Wednesdays, and on Thursdays and Fridays she operates until 6pm. The childminding setting is open all year round, excluding family holidays and bank holidays. The childminder has a relevant qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

