

# Childminder report

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Inspection date:

5 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Good

## What is it like to attend this early years setting?

### The provision is good

Children confidently explore this environment, safe in the knowledge that the childminder is always close by for support. The childminder skilfully understands when to engage in play with children and when to step back and encourage independent learning. For example, babies begin to develop their early understanding of the world by playing with animal figurines. They are fascinated as they inspect each animal, showing them to the childminder to be identified. The childminder demonstrates a good understanding of how young children learn, by providing resources that encourage children's curiosity.

The childminder is passionate about supporting early communication and language skills. She naturally narrates her thoughts and routines throughout the day. This means children consistently experience a wealth of descriptive words, sentences and new vocabulary. The childminder uses stories, traditional nursery rhymes and songs to encourage the youngest children to imitate sounds and single words. For instance, babies 'coo' and attempt to speak as the childminder reads a dinosaur story. She role models words like 'triceratops' and 'brontosaurus' as babies gaze at the pictures and giggle.

The childminder introduces cut strawberries during snack time. Children show impressive focus and smile as they attempt to pick up the slippery fruit with their hands. This helps to progress children's physical development. However, in some cases, the childminder does not include enough novelty within sensory resources in order to further stimulate babies' exploratory impulses.

### What does the early years setting do well and what does it need to do better?

- The childminder develops nurturing and responsive relationships with children. She is sensitive to their needs and swiftly builds warm bonds with babies. The settling-in process is robust. This means children quickly build confidence in their new environment. The childminder is very focused on promoting children's personal, social and emotional development. For instance, when children start at the setting they are encouraged to bring their favourite toys and books from home. Children feel a sense of comfort as they share familiar, personal items with the childminder. This helps to promote genuine, warm attachments.
- The childminder values parent partnerships. Upon starting at the setting, she invites parents to share detailed information about their child's likes, dislikes and daily routine. She uses this information to create a tailored, comfortable environment for every child. Parents are delighted with the regular updates they receive about their child's learning and development. The childminder encourages parents to contribute to their child's report, in order to further enhance the accuracy of assessment. This means that she identifies suitably

challenging next steps.

- The childminder uses accurate self-evaluation to identify areas for development in her own practice. She then accesses training to address any gaps in her knowledge. For example, the childminder recently completed online training in 'understanding autism'. She specifically chose this course in order to improve her knowledge in this area of special educational needs and/or disabilities. Furthermore, she chose to access this course online in order to develop her own technological skills. The childminder's proactive approach helps to consistently raise the quality of teaching.
- The childminder promotes children's early mathematical skills. She introduces simple number language and counting through engaging action songs. For instance, babies gurgle happily as the childminder sings 'three little ducks went swimming one day' during nappy changes. She uses simple hand gestures and sounds to engage babies, as they follow her movements with their eyes. This helps to promote the youngest children's awareness of number names.
- Babies develop simple problem-solving skills as they attempt to pick up small pieces of fruit. They use trial and error as they experiment with approaches, using different hands and grips. This helps to promote resilience as they remain undeterred until they have completed the task. The childminder offers encouragement and praise as babies immediately look for her reaction when they are successful.
- Children are motivated and focused as they explore new tastes and textures. However, some activities do not incorporate a stimulating range of sensory experiences, in order to support babies' exploratory impulses.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training in order to keep her safeguarding knowledge up to date. She understands the signs and symptoms that may present if a child is being abused. The childminder confidently understands the correct procedures to follow should she have concerns for the welfare of a child. She is also aware of her responsibilities should an allegation be made against her, or a member of her household. The childminder minimises the risk of harm to children through robust, regular risk assessments.

## What does the setting need to do to improve?

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

- strengthen the variety of sensory opportunities available within play, in order to further support babies' exploratory impulses.

## Setting details

<b>Unique reference number</b>	322700
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10066770
<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>	0 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	3 November 2015

## Information about this early years setting

The childminder registered in 1990 and lives in the Astley area of Tyldesley in Manchester. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Shauneen Wainwright

### Inspection activities

- During a 'learning walk', the inspector and the childminder discussed the quality of observation, planning and assessment and children's progression.
- The childminder and the inspector conducted a joint evaluation of practice.
- The inspector and the childminder held discussions regarding leadership and management.
- The inspector observed the quality of teaching during various activities.

We carried out this inspection 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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