

# Childminder report

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Inspection date: 12 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children feel safe and secure in this homely setting. They are confident as they approach new visitors, excited to introduce themselves and show off their favourite toys. The childminder is a good role model, which is reflected in the high standards of children's behaviour. They are kind, considerate and nurturing. For example, older children invite their younger peers to join in with their play. They happily adapt their own activities to suit the needs of babies, and patiently show them how to interact with different resources. This helps to promote children's social development.

The childminder plans suitably challenging, one-to-one activities based on children's interests and stages of development. She regularly assesses children and gathers information from parents, in order to identify appropriate next steps in learning. Careful planning, challenging work and effective assessment contribute to the good progress that children make. However, at times, the childminder does not organise group activities effectively to meet the individual stages of development for children of different ages.

Children are eager and enthusiastic learners. They access resources that ignite their curiosity and inspire their imaginative skills. For example, children pretend to make cakes using items they chose from various 'treasure baskets'. The childminder understands how young children learn. She uses this knowledge to support children's language development by mirroring speech and introducing vocabulary as they play. However, children are occasionally distracted by unnecessary background noise, which pulls their focus from learning and play.

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

- The childminder understands the importance of working in partnership with parents. She encourages parents to contribute to assessments and gathers detailed information upon a child's entry to the setting. This helps to build a clear and accurate picture of children's individual stages of development. This means the childminder can identify suitably challenging next steps in learning for all children. Parents value this 'team' approach and feel their opinions are regularly sought and appropriately acknowledged.
- The childminder makes good use of the rich experiences available in her local area. She regularly attends drop-in sessions with other professionals, including speech and language therapists and local authority representatives. She uses knowledge gained from these sessions to plan quality activities that target any gaps in children's development. Therefore, children quickly catch up to their peers.
- The childminder works closely with other settings that children attend. She

shares assessment information and details about children's likes and dislikes, to help to support those who are settling into new environments. The childminder understands the importance of consistency in promoting children's learning and development.

- Children are well prepared for modern life in Britain. The childminder encourages children to learn about and embrace their differences and similarities to others. For example, children discover and celebrate festivals from all religions and cultures. They especially enjoy visiting different restaurants to experience traditional cuisines from around the world. This helps to promote children's understanding and appreciation of the world.
- Children are well behaved and impressively considerate of their peers. For example, older children nurture babies and kindly demonstrate how different resources work. They encourage babies to become involved with their imaginative play, showing them how to combine resources and create sounds. Babies laugh excitedly as they are so eagerly invited to play with their peers.
- The childminder promotes children's independence well. She encourages the youngest children to feed themselves and to begin to drink from cups. She demonstrates a good understanding of how such activities promote children's physical development. Older children become increasingly independent as they manage their own toileting needs and wash their hands. They understand the importance of hygiene as they announce that they need to wash their hands after stroking the family pet.
- The childminder does not recognise the distraction caused by unnecessary background noise. At times, children lose their concentration during play because of this. For instance, children enjoy a ball game with the childminder where they experiment with rolling the ball at different speeds. However, due to the background noise of a television, children occasionally lose focus, and miss key language and counting opportunities.
- Children's individual stages of learning and development are not always promoted during group play. The childminder does not organise these activities effectively to meet the needs of children of differing ages. This means younger children can become restless and disruptive as they are not engaged.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She is confident in her understanding of the signs and symptoms which may indicate a child is being abused. The childminder understands her responsibilities and the procedures to follow should she have concerns about the welfare of a child. She completes regular safeguarding training to ensure her knowledge is up to date. The childminder minimises the risk of harm to children by completing thorough daily risk assessments of all areas and resources children access. Children begin to understand how to keep themselves safe and healthy. They make good choices when attending to their own hygiene needs, such as regular handwashing.

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

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

- limit background distractions to help children to engage more fully in quality interactions which promote their learning and development
- strengthen the organisation of group activities to meet and promote the individual stages of development effectively for children of differing ages.

## Setting details

<b>Unique reference number</b>	322527
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10066764
<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 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	4 December 2015

## Information about this early years setting

The childminder registered in 2000 and lives in Hindley, 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. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Shauneen Wainwright

### Inspection activities

- The inspector observed the quality of teaching during activities and the impact this has on children's learning.
- The childminder and the inspector completed a joint evaluation of an activity and a learning walk, in order to understand the effectiveness of the curriculum and how it is organised.
- The inspector considered written feedback from parents and spoke to children during the inspection.
- Discussions about leadership and management took place between the inspector and the childminder.
- The inspector viewed evidence of the suitability of persons living in the household.

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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