

Childminder report

Inspection date: 22 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy. They form very strong bonds with the childminder, who is an extremely positive role model. Children are confident in new social situations and show that they feel very safe in the childminder's care. The childminder has very high expectations for children's behaviour. She uses highly effective strategies that help children to understand what is expected from them. For instance, the childminder constantly praises what children do well. She gives one instruction at a time so that children have very clear boundaries. As a result, children's behaviour is exceptional. Children are very polite and use their manners. For example, they consistently say 'please' and 'thank you'. Children play harmoniously together. They share the toys and resources very well.

The childminder provides plenty of opportunities for children to learn about nature outdoors. For example, children walk to a local community garden every day and enjoy plenty of fresh air and exercise. Children also learn through spontaneous experiences along the way. For instance, children were in awe when they saw a road sweeper. The childminder and children followed it around the streets and children learned how it keeps their community clean and free from rubbish. This helps children to learn how to look after and respect their environment.

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

- The childminder supports children's communication and language skills well. For example, she uses exciting props, such as a 'song suitcase', to engage children in daily singing sessions. Children are very excited to find out what is in the suitcase each day. They use hand puppets and join in with their favourite rhymes with high levels of enthusiasm. The childminder introduces new vocabulary to help to extend children's language further. Children practise repeating words with the same letter sounds, such as 'sizzling sausages'. They take pride in their achievements. Children develop confidence in their speaking skills.
- Children develop good mathematical skills. The childminder weaves mathematics throughout children's play with skill. For example, older children recognise numerals in the environment. They put one finger in the air and show a good understanding of numbers. The childminder extends learning further. For instance, she encourages older children to find the number that corresponds to their age. Older children count dots and trace their fingers around the numerals. This helps them to develop a good awareness of numbers.
- The childminder plans a varied selection of well-organised activities across the curriculum. Children engage well in learning opportunities. The childminder shares her knowledge with children and tells them facts to help them to learn. For example, during a matching game, children learn to pair up animals to post

into an ark. The childminder tells children that a flamingo has pink feathers and can stand on one leg. However, she misses some opportunities to help children to use their thoughts and share their own ideas. This does not fully support children to develop excellent thinking skills.

- The childminder forms strong partnerships with parents. She provides consistency in learning between her setting and the family's home. For instance, the childminder supports children who are bilingual. She speaks to children in their home languages and reads dual-language books with them.
- The childminder accesses training to help her to continue to improve her practice. She has recently updated her knowledge to promote children's behaviour more effectively. The childminder has discovered new ways to support children so that their behaviour is even more positive. She shares her new knowledge and successful strategies with parents, helping to provide consistency in children's learning at home. This has had a profound impact on children's learning. Children now show impeccable behaviour.
- Children learn about and celebrate their own cultures and beliefs. For example, they recently visited a local church and sang songs at a Christmas carol concert. The childminder has not fully considered other ways for children to learn about our diverse society and communities beyond their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to protect children from harm. She accesses regular safeguarding courses and conferences. The childminder updates her safeguarding procedures with new information. She knows what to do if she has concerns about a child's welfare. The childminder has a clear understanding of what to do if a child is at risk from extreme views or behaviours. The childminder completes effective risk assessments for her home and on outings. She supports children to take age-appropriate risks. Children learn how to stay safe in different situations. For example, they know to hold the childminder's hand when crossing the road.

What does the setting need to do to improve?

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

- provide even more opportunities for children to use their thoughts and share their own ideas to help them to develop excellent thinking skills
- build on opportunities for children to gain a greater understanding of our diverse society to help them to reflect on differences and what makes them unique.

Setting details

Unique reference number	EY479724
Local authority	Wigan
Inspection number	10129122
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 April 2016

Information about this early years setting

The childminder registered in 2014 and lives in Swinley, Wigan. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The childminder discussed with the inspector her aims for children's learning and how she supports children to meet these.
- The inspector observed the quality of the childminder's interactions with children during activities indoors and assessed the impact on children's learning.
- The inspector spoke to children during the inspection.
- The inspector held discussions with the childminder.
- The inspector took account of the views of some parents through written feedback provided.

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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