

Childminder report

Inspection date: 11 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

The childminder has a calm approach. She has high expectations for children's positive behaviour. For instance, the childminder explains to children how to share and take turns. She uses age-appropriate language that children respond to. Children behave well. They show that they are happy and feel safe, and they enjoy their time with the childminder.

The childminder provides children with plenty of outdoor activities. For example, children go on picnics, walks and visits to country parks. They enjoy participating in nature trails and search for treasure. Children see animals, such as reindeer, and are in awe when they stand close to them. The childminder takes children to visit a community garden where they explore the natural world. Children enjoy making necklaces out of leaves. This helps them to build on their good hand-to-eye coordination skills.

Children also enjoy indoor activities, such as when they play with dough. The childminder helps them to build on their prior learning. For example, she shows children photographs to help them to recall their past experiences. Children engage in making a model reindeer out of dough. The childminder introduces new words, such as 'antlers'. This helps to build on children's growing vocabulary.

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

- The well-qualified childminder has a good understanding of how children learn and develop. Overall, she provides them with a curriculum which is tailored to their individual needs and focuses on what they need to learn next. Children display positive attitudes to learning. For example, the childminder reads stories with enthusiasm. She uses her voice well to captivate children's interests. Children of different ages listen attentively and are motivated to learn. However, occasionally, the childminder misses some opportunities for all children to practise and extend their good language and conversation skills further.
- Children enjoy taking part in daily singing sessions with the childminder. They show excitement as they choose an object that links to a favourite nursery rhyme from a 'song bag'. Children move their bodies to the music and join in with the various actions. The childminder skilfully weaves counting through these everyday activities. For instance, children enjoy joining in with number rhymes. They hold up the correct number of fingers that correspond to the matching numeral in the song. Children show good mathematical skills for their age.
- Children form strong attachments with the childminder. They explore the environment freely and make independent choices in their play. The childminder helps children to learn how to keep themselves safe, such as from trip hazards.

For instance, she encourages them to help to tidy away the toys when they have finished playing.

- Parents say that the childminder is loving and patient and that she treats their child like they are a part of her family. The childminder works well in partnership with parents. She keeps them well informed about their child's development. The childminder provides assessment information for parents to share with health professionals. She works well with staff when children attend other settings. However, the childminder has not fully considered ways to build even stronger links with other professionals to provide the utmost support for children.
- The childminder promotes healthy lifestyles effectively. For instance, she finds out from parents about children's specific dietary requirements. The childminder provides children with nutritious meals and snacks. She encourages them to develop their self-care skills. For example, children wipe their faces clean after eating their lunch. Older children use the toilet by themselves and wash their hands afterwards. Children visit soft-play centres where they have plenty of opportunities to engage in physical play. The childminder helps them to develop their skills for early writing. For example, children learn how to hold crayons and pencils to make marks and draw pictures.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses regular safeguarding training. She completes other short courses to update her knowledge of wider safeguarding matters. The childminder is alert to any changes to the local authority safeguarding procedures. She makes sure she updates her own policies so that they reflect these changes. The childminder has a clear understanding of the signs that may alert her to any child protection concerns. She knows what to do and who to contact should she have any concerns about a child's welfare. The childminder completes safety checks for the premises and on outings to ensure that children play and learn in a safe environment.

What does the setting need to do to improve?

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

- enhance opportunities for all children to practise and extend their good language and conversation skills further
- strengthen the good links with other professionals and provide the utmost support for children so that they achieve the best possible outcomes.

Setting details

Unique reference number	EY404974
Local authority	Wigan
Inspection number	10066780
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 August 2015

Information about this early years setting

The childminder registered in 2010 and lives in Lowton, Warrington. She operates all year round from 7am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The inspector held a discussion with the childminder, who explained how she organises the early years provision.
- Children and the childminder spoke to the inspector at appropriate times during the inspection.
- The childminder and the inspector evaluated a planned activity together. The childminder explained how she builds and expands on what children already know and can do.
- The inspector observed the quality of the childminder's teaching and interactions with children, and considered the impact on children's learning.
- Parents' views were considered through written feedback that some parents had 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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