

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

Children are very happy and feel safe in this caring, home-from-home environment. Many children have been in the childminder's care for several years and have developed very secure attachments with her and her family. Children are delighted to see the childminder's adult daughter arrive home and are very eager to show her what they are doing. The childminder knows the children well. She simultaneously meets the care and learning needs of children who are at very different development stages.

Children benefit from a strong curriculum which helps them make good progress in their learning. The childminder provides a varied range of activities that stem from children's interests and are well matched to their capabilities. Three-year-old children show exceptionally high levels of concentration as they become absorbed in activities of their choice. Good organisation means that those who learn quickly have valuable opportunities to sit quietly and complete challenging 49-piece jigsaw puzzles. Without interruptions from younger children, they become highly focused and are clearly delighted when they complete the puzzles which depict images of their favourite princesses.

The childminder is very experienced and holds a nationally recognised qualification at level 3. In the main, she manages her provision for children very well. She has continued to complete relevant training to update her knowledge, for example, in relation to behaviour management and child protection. However, training to enhance the quality of education has been limited.

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

- The childminder is a positive role model. She clearly explains what is expected and children are learning to regulate their own behaviour. Older children value friendships with other children and happily take turns and share resources. The childminder offers high levels of praise and encouragement, which motivates children to keep trying. Children are confident, inquisitive learners who are eager to play and explore. They behave well and are developing the attitudes and thinking skills that will support them in their future learning in school.
- The quality of education is good. Mathematical concepts are woven into everyday activities. Children enjoy counting, weighing and measuring as they bake. The childminder models language well. She routinely introduces new words as she plays alongside children to help extend their vocabulary. Children enjoy books, and older babies spontaneously select their favourite stories. They listen intently and confidently name familiar characters when they appear on the page. Magnetic characters are also used well, to help to introduce older babies to the concept of telling their own story. Babies excitedly turn the page and add

their favourite characters to the backdrop, saying 'shhh, night, night' when they reach the bedtime page. Children have fewer opportunities to develop their understanding of the lives of others and strengthen their appreciation of diversity.

- Children benefit from good opportunities to develop their health and well-being. Trips to local parks and indoor play areas are incorporated into the weekly routine. This provides children with some good opportunities to be physically active as they practise and refine their climbing, balancing and coordination skills. From a very young age, children enjoy activities which help them to develop the fine muscle control in their hands and fingers that will eventually help them with handwriting. For example, children expertly use large tweezers to sort small plastic fruit into colour groups. Older babies show good dexterity as they patiently manoeuvre cardboard figures through open slots to take them on a journey through the pages of their book.
- Overall, children are developing a good level of personal independence and self-care. However, the childminder does not always encourage children to make the best possible progress, for example, progressing from using a potty to using the toilet independently or drinking from a cup without a lid. That said, children show very high levels of independence as they make choices and independently select the toys they want to play with. The childminder works closely with parents and is very well informed about children's care needs and their capabilities when they start. Electronic systems detailing children's progress are supported with a daily exchange of information.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibilities regarding child protection. She completes regular training and retains guidance to ensure she can implement appropriate procedures without delay. In the main, the childminder completes an effective risk assessment and uses safety equipment, such as safety gates, to keep children safe. The childminder is aware of potential hazards within her home. Children's safety is assured through direct supervision, although this sometimes limits opportunities for children to freely access all of the play materials and activities on offer.

What does the setting need to do to improve?

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

- review the current organisation of space and resources to help increase opportunities for children to move freely and independently in both play areas
- enhance practice that helps children to make the best possible progress in their personal independence and self-care skills

- provide more opportunities for children to develop their understanding of the lives of others and strengthen their appreciation of diversity
- extend the programme of professional development to help raise the quality of education to the highest level.

Setting details

Unique reference number	322695
Local authority	Wigan
Inspection number	10066769
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 September 2015

Information about this early years setting

The childminder registered in 1998 and lives in Leigh, Wigan. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Vickie Halliwell

Inspection activities

- A learning walk was completed with the childminder to understand how the space is organised and used by the children.
- The inspector observed children's activities and their interactions with the childminder.
- The views of children were considered by the inspector during the inspection.
- The inspector looked at a range of documentation and spoke to the childminder at appropriate times during the inspection.

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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