

# Childminder report

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Inspection date: 13 February 2020

<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**

The childminder makes good use of information from parents to meet children's care and learning needs. She follows children's usual routines, which helps them to feel safe and emotionally secure. Children move confidently and safely around the playroom. They stop to explore toys and investigate interesting items purposefully placed by the childminder. Every day, children experience learning outdoors. A range of outings, including to a wooded area, a wild bird reserve and the beach, help children to learn about nature and the world around them.

Children behave well and develop good manners and social skills. The childminder praises them effectively for playing well alongside each other. She encourages children to consider the needs and safety of others. For example, a child places a wooden hedgehog in a high place, so the younger children do not choke on the small parts.

The childminder helps children to count and use simple addition as they play. For example, children count three stepping stones and know that there are five when they add two more. The childminder promotes children's speaking and listening skills in a variety of ways. She purposefully provides secure, quiet spaces, such as a tepee, to encourage children to communicate. Children sit happily with the childminder and listen attentively to stories. While listening to a story about a hungry caterpillar, children talk about healthy diets. Some of the stories enable children to identify feelings and talk about feeling happy and sad.

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

- Children walk and run outdoors and climb on equipment at the soft-play centre. They enjoy building with construction sets, threading items and placing hoops over a wooden mug tree. Activities such as these help children to develop strong physical skills and good hand-to-eye coordination while they play.
- The childminder speaks clearly and introduces new vocabulary as children play. She encourages children to listen carefully. They shake bottles containing items including pom-poms, buttons and rice, and listen to the different sounds. They identify the noise of a helicopter flying overhead.
- Children develop essential skills in readiness for school. They practise self-care skills, such as putting on their shoes and coats. From a young age, children are given choices and learn to make decisions. For instance, they choose a finger puppet from a bag, which identifies which song they will sing.
- Children are keen to try new experiences and usually concentrate well. For example, using a range of different tools, they persevere until they have released toy animals from ice. However, outdoors, children concentrate less well when the equipment available to them is not suitable for the task.

- Children learn about what makes them unique. They look closely at themselves in a mirror and compare their eye and hair colour to that of others. Children talk about their families, learning about their culture and those of others. They enjoy activities linked to events such as Chinese New Year. For example, children run their fingers through red and yellow rice, play Chinese drums, make lanterns and taste noodles.
- Children practise early writing. They chalk on the board in the garden and freely draw on paper with pencils and paint pens in the playroom. Children enjoy a range of sensory experiences which help to develop the finger skills required for later writing. They search for toy arctic animals in shaving foam and search for pinecones and twigs set in gelatine.
- The childminder exchanges information with parents which helps to promote continuity in learning. Children take home 'busy bags' containing activities to complete with their families. Since the last inspection, the childminder uses a new system to carefully check what each child knows and can do. She takes steps to close any gaps in learning. The childminder is open to the views of parents and is beginning to consult them on a wider range of issues to help evaluate her practice.
- The childminder successfully builds on her professional knowledge. She makes good use of what she has learned from training to improve her practice. The childminder has raised her awareness of how to help children to identify the sounds that letters make. She makes greater use of the woods and beach to provide rich and stimulating creative experiences. Children collect items and lay them on paper to create art in the woods. They create pictures from seaweed and shells while on the beach.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to identify and report child protection concerns. She regularly completes training to refresh her knowledge of child protection and wider safeguarding issues. She also reads safeguarding updates sent by the local authority. The childminder talks to children about safety; for example, she explains that she is wiping the water from the floor, so no-one slips. This helps children begin to learn from a young age about identifying and minimising risks.

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

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

- ensure activities are kept sufficiently resourced to be achievable and to keep children engaged in learning
- seek parents' views on a wider range of issues to help to identify further priorities for improvement.

## Setting details

<b>Unique reference number</b>	EY454271
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10066804
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	17 May 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Appley Bridge, Wigan. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She occasionally works with an assistant.

## Information about this inspection

### Inspector

Lynne Naylor

### Inspection activities

- The inspector had a tour of the childminder's home to gain an understanding of how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with childminder.
- The inspector spoke to some children during the inspection and took account of the views of parents provided in writing.
- The inspector looked at a sample of documentation, including evidence of the suitability of household members and the childminder's training.

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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