

# Childminder report

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Inspection date: 26 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 works with her husband, who is an assistant. They are passionate about their work with children and strive to offer a nurturing environment so that children feel like they are at home. Children show that they are settled, happy and safe. They form strong bonds with the childminder and her assistant. Children behave well and are learning to share and take turns with toys and resources. The childminder and her assistant are good role models and show kindness and patience to the children. They have high expectations for all children and consistently promote good manners.

Children go on plenty of outings in the local community. For instance, they attend local toddler groups and soft-play centres. Children also visit farms, wildfowl reserves, woodlands and country parks. The childminder and her assistant use these opportunities to continue children's indoor learning, outdoors. For example, children have tremendous fun re-enacting a favourite story about three pigs. They hide in tepees and pretend they are hiding from a 'big bad wolf' who is coming to get them. Children squeal with absolute delight as the assistant joins in with great enthusiasm, pretending to be the make-believe character. They thoroughly enjoy the time they spend in this good-quality setting.

## 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. She designs a curriculum that is tailored around their individual needs and focuses on what they need to learn next. The childminder monitors children's progress closely and quickly identifies any areas where some children may need extra support. She works very closely with parents to help their children to catch up quickly. The childminder knows to work in close partnership with other health professionals so that any concerns about children's development can be addressed and managed.
- The childminder monitors her assistant's practice well. She makes sure that he receives regular support and guidance to help him to continually improve. The childminder and her assistant access training together that benefits the children in their care. For example, they have recently completed training to further support children's behaviour and emotions. The childminder and her assistant use their new knowledge to adapt their approach to supporting younger children to deal with moments of frustration. They use effective strategies to help children to calm down, such as when they stroke their arm with a feather at the earliest signs of emotional difficulty. Children calm instantly and manage their feelings well. This contributes well to children's positive behaviour.
- Children are beginning to manage their own care needs. For example, they show a can-do attitude as they attempt to fasten their own zips ready for outdoor

play. When children come back inside, they take off their coats and hang them on their pegs. They wash their hands before eating a snack and help to tidy away the chairs, ready for the next activity. Children are increasingly independent.

- The childminder and her assistant have good relationships with parents. They keep parents up to date throughout the day and share information about children's activities and learning. Parents are very positive in their feedback. They say that the childminder and her assistant provide a variety of activities that are tremendous. They comment that their children are very happy and settle in quickly.
- The childminder and her assistant provide a variety of activities that children enjoy. For instance, children use puppets as they join in enthusiastically with stories. They take part in action rhymes and sing along to songs played on a smart speaker. However, children do not always have time to concentrate fully and become deeply engaged in learning. This is because, sometimes, the childminder and her assistant introduce too many activities at the same time.
- Children develop good mathematical skills. For example, younger children stomp around the room pretending to be in the jungle hunting for animals. They count each step that they take and understand positional language, such as 'forwards' and 'backwards'. Older children show a good understanding of numbers. For instance, they put three fingers in the air when asked how many cars they have. However, sometimes, the assistant does not use enough opportunities to provide greater challenge for the most able children to build on their use of numbers and simple calculation even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant complete regular safeguarding training. They have a good understanding of how to identify the signs and symptoms of abuse and neglect. The childminder and her assistant have a good understanding of the signs that may indicate that a child is at risk from extreme views or behaviours. The childminder knows what to do should there be any concerns about a child's welfare. The childminder completes daily risk assessments for her home and on outings. She consistently checks the environment for potential hazards so that children can play in safety. This helps to keep children safe.

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

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

- review the organisation of activities so that children have more time to concentrate fully and become deeply engaged in learning
- provide greater challenge for the most able children to build on their use of

numbers and simple calculation even further.

## Setting details

<b>Unique reference number</b>	EY417551
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10066782
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	5 October 2015

## Information about this early years setting

The childminder registered in 2010 and lives in Hindley, Wigan. She operates for 47 weeks of the year from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

## Information about this inspection

### Inspector

Daphne Carr

### Inspection activities

- The childminder discussed with the inspector how she organises the curriculum for children in her care.
- The inspector observed children at play and discussed their development with the childminder.
- The childminder and the inspector completed a joint observation together.
- Children, the childminder and the assistant spoke to the inspector at appropriate times during the inspection.
- The inspector took account of 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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Piccadilly Gate  
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Manchester  
M1 2WD

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