

Childminder report

Inspection date: 3 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at this warm and welcoming setting. Due to the COVID-19 (coronavirus) pandemic, routines are slightly different to usual. Children take changes to routines in their stride and adapt remarkably well. For example, as babies arrive and part from their parents, they happily hold out their arms in readiness for hugs with the childminder. The childminder builds nurturing relationships with the children. This helps them to develop their confidence. Children learn to share toys and play well together. For example, older children encourage babies to crawl towards them by saying their names and showing them toys.

Children show high levels of engagement and positive attitudes towards their learning. They follow their own ideas. For example, children tell their own stories as they play with small pretend models. Babies babble with delight as they look at their own reflections in mirrors. Children explore the sounds that different musical instruments make. They develop their small-muscle skills as they thread cereal on to pipe cleaners. Outdoors, children squirt water from spray bottles and discover how rice paper changes when it becomes wet.

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

- The childminder says that 'children are at the heart' of her setting. She identifies ways to continually improve to provide children with further experiences. For example, the addition of a 'fidget wall' outside helps children build their physical skills. The childminder reflects on her knowledge and skills, and identifies training to enhance these even further.
- Children access an exciting curriculum, which follows their interests and builds on what they already know and can do. For example, the childminder provides younger children with large crayons and tools to make marks on paper. Older children use pencils and write their names on their artwork. Children delight as they observe caterpillars and discuss how they grow and change into butterflies.
- The childminder carefully observes children to identify their next steps. She monitors these well, and children make good progress. The childminder works very effectively with the other settings that children attend, which supports their learning. For example, during school closures, she helps children to complete home learning which is sent by their schools.
- In the main, children's communication, language and literacy skills are promoted well. The childminder reads stories to children and provides them with a good range of quality books. She consistently engages children in conversations as they play. However, on occasion, the childminder models letter sounds and words incorrectly. Some of the questions she asks are too narrow. As a result, these interactions are not always fully effective in developing children's

communication and language skills to the highest level.

- The childminder takes children on lots of journeys. For example, children go on outings to the local library and playgroup. They take exciting day trips to the beach and sea life centres. These rich experiences help to extend children's understanding of the world around them.
- In the main, children follow the childminder's expectations for learning and behaviour. However, the childminder does not always make these expectations clear. This means that children do not always do as the childminder intends. For example, some children continue to play when the childminder expects them to tidy up.
- Care practices are good. Children eat healthy, nutritious foods and drink water throughout the day. Their growing independence is promoted well. For example, children butter their own toast at lunchtime and make their own sandwiches.
- Partnerships with parents are strong. The childminder gets detailed information from parents about children when they first attend. The settling-in sessions are flexible to meet the needs of parents and their children. Parents value the daily updates and pictures provided which relate to their children's care and learning. They comment that the childminder is 'caring and kind' and has a 'very good bond' with their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe and protected from harm. She completes safeguarding training and makes sure that her knowledge is kept up to date. The childminder knows the actions to take, should she become concerned about children's welfare. She understands concerns such as witchcraft and fabricated illness. The childminder knows the steps to take in the event of an allegation made against herself or a household member. Thorough procedures ensure that all adults living in the household are suitable to have contact with children. Detailed risk assessments help to ensure that the premises are safe and secure.

What does the setting need to do to improve?

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

- enhance the knowledge and skills needed to raise children's communication and language skills to the highest level
- give consistently clear messages regarding expectations of children, so that all children fully understand and follow what is expected of them.

Setting details

Unique reference number	EY552622
Local authority	Wigan
Inspection number	10174211
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 6
Total number of places	3
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in the Astley area of Tyldesley. She operates Monday to Friday, from 7am to 6pm, all year round, except for family holidays.

Information about this inspection

Inspector

David Lobodzinski

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting, and has taken that into account in his evaluation of the setting.
- Relevant documentation was sampled by the inspector, including evidence of the training of the childminder.
- The childminder and the inspector had a tour of the premises and completed a learning walk to ascertain the childminder's intent and rationale for the early years curriculum.
- The inspector observed the interactions between the childminder and children during the inspection and evaluated the impact this had on children's learning.
- The inspector held discussions with the childminder, children and parents at appropriate times during the inspection.
- An observation of an activity was carried out, and the inspector and childminder discussed this afterwards.

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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