

# Childminder report

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Inspection date:

25 November 2021

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**Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy, behave well and enjoy their time at the childminder's home. They choose what to play with from a range of toys in the playroom and activities set out in the living room. The childminder adapts activities and provides additional resources to support and extend children's learning as they play. For example, she provides a posting toy for a child seen to be pushing items down the back of the role-play cooker. This enables him to continue his explorative play safely. The childminder has a good understanding and experience of working with other professionals to support children with special educational needs and/or disabilities. She works closely with parents to ensure children's needs are identified early and appropriate support is arranged.

The childminder recognises that the COVID-19 pandemic has been isolating for families. To compensate, she purposefully takes children on a range of outings, which help to support their physical, social, and emotional development. Children develop good coordination and balance through activities, such as football and climbing on equipment at the park. They feed the ducks at a local pond and explore and collect items, such as leaves, which help them to learn about nature. Meeting with other children at local groups helps to develop children's social skills, build up their confidence and prepare them well for working in larger groups in readiness for school.

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

- Since the last inspection, the childminder has increased her communication with parents. She obtains information about children's individual routines, which she follows to help children to feel emotionally secure. In addition, each day, she checks how children have been at home, so she is aware of their needs during the day. She exchanges information with parents in a diary and electronically, and regularly provides written reports of their child's progress.
- Children are beginning to learn about health and hygiene. The childminder works closely with parents to promote children's toilet training. Children happily sing a handwashing song to remind them to wash their hands before preparing food or eating. They talk about healthy foods while choosing from different fruits for their snack and while eating nutritious lunches provided by the childminder.
- The childminder does not make best use of the environment, books and activities to reflect each child and their family. Children enjoy some craft activities linked to calendar events, such as Christmas. However, there are few opportunities for children to learn about other people, families and communities to help to prepare them for life in modern Britain.
- Overall, children are well prepared for school with essential skills and knowledge. They put on their own coats and shoes. They take responsibility for tasks, such

as getting out the plates at snack time. However, sometimes, when children are focused on an activity, the childminder interrupts their play to redirect them to a different activity. This has an impact on their ability to concentrate and become engrossed in activities, which are essential skills for later learning in school.

- The childminder actively encourages children to take an interest in literacy. She makes sure that books on topics that interest the children are visible in the bookcase and she takes children to choose books from the library. Children turn the pages and enjoy opening the flaps in a favourite book as the childminder reads to them.
- Children enjoy a wide range of activities, which help to build up the strength in their hands and fingers ready for writing. They squeeze dough, stress balls and sponges and run their fingers through foam. Children make marks in a range of ways, including with crayons, chunky pencils, chalk and paint.
- The childminder evaluates her practice and keenly takes new ideas on board from other people, such as the local authority adviser and other childminders. For example, following another childminder's recommendation, she uses a large tray to enhance children's enjoyment of a range of sensory experiences, such as feeling cooked spaghetti and shaving foam.
- The childminder actively promotes conversation and children's speaking skills in a range of ways. For example, children blow bubbles which they enjoy, and it helps them to form mouth skills and strength in their tongue ready for speaking.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder checks regularly for hazards to keep her home safe and secure for children. She regularly renews her safeguarding and paediatric first-aid training. She knows the signs that may indicate a child is at risk of harm and how to report concerns. She also reads regular information from the local authority, which helps her to keep up to date with changes and new developments.

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

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

- ensure children can see themselves and their families reflected in the environment and make greater use of opportunities for children to learn about people, families and communities beyond their own
- organise activities so that children have sufficient time to concentrate and engage fully in their play and learning.

## Setting details

<b>Unique reference number</b>	EY289513
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10145338
<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 at time of inspection</b>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	24 January 2020

## Information about this early years setting

The childminder registered in 2004 and lives in Tyldesley. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Lynne Naylor

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- 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 spoke to some children during the inspection and took account of the written views of parents.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as evidence of the suitability of household members.

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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