

Childminder report

Inspection date: 21 January 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy attending this warm and welcoming setting. They settle quickly after arrival due to the gentle support and encouragement that the caring childminder gives. Children continuously demonstrate that they feel safe, happy and secure. They confidently ask for help and are keen to include the childminder in their play. Children display a very positive attitude towards learning. They are keen to try new things and concentrate intently on their chosen tasks. For example, children focus well as they play a game of 'shopping bingo'. They patiently wait for their turn and develop good listening and observation skills.

The childminder has high expectations for children's behaviour. Children behave extremely well. They follow instructions, show an awareness of routine and are learning right from wrong. For example, children instinctively know that they must take their shoes off on arrival. They help to tidy away resources and show respect for the equipment provided for them. They are polite and frequently say 'please' and 'thank you'.

The childminder has communicated well with parents throughout the COVID-19 pandemic. Although parents do not currently have access to the childminder's home, she has adopted various communication strategies to ensure that parents are well informed about their child's learning and development.

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

- The childminder plans a wide range of activities for children to participate in. For example, children enjoy exploring winter animals and learn new vocabulary, such as 'penguin' and 'polar bear'. They persevere in mark-making activities, demonstrating emerging control as they try to follow lines and dots. However, occasionally, the childminder does not implement activities effectively. This is because, sometimes, the intended learning outcomes are too challenging and do not precisely reflect children's next steps in learning.
- The childminder gathers detailed information about children prior to them starting at her setting. In addition to understanding their routines, she ensures she is aware of what prior knowledge and skills they have. The childminder has an effective system in place to monitor children's learning and development and continuously shares this information with parents. However, the childminder has not yet established effective relationships with other settings that children attend.
- The childminder successfully supports children's health and well-being. She provides healthy meals and encourages children to sing a song as they wash their hands in readiness for snack. Children understand that they must do this to 'get rid of the germs'. The childminder ensures that children engage in regular

physical activity. For example, children thoroughly enjoy yoga sessions. They learn to stretch and squat and develop control of their bodies. This supports them to gain important skills for the future as they learn about leading a healthy lifestyle.

- The childminder takes children out on regular trips in the community. For example, children enjoy walking to places of interest and participating in group activities at local venues. This helps children to gain an awareness of the world around them and prepares them well for life in modern Britain. Furthermore, children are supported to develop their social skills and grow in confidence as they play alongside others.
- The childminder supports children's communication skills well and develops their listening and understanding effectively. She provides a running commentary as children play, which helps to ensure that children hear a wide vocabulary. The childminder asks children questions that encourage them to think and develop their ideas. For younger children, she skilfully uses labelling and repetition to reinforce children's understanding. This practice helps children to become confident communicators.
- Children enjoy developing their creative skills. They create snowflake pictures and independently choose the colours they wish to use. The childminder weaves mathematical language concepts into the activity. For example, she talks about the 'largest' and 'smallest' snowflake and helps children to count how many they have. Children are praised for their efforts and their artwork is displayed around the childminder's home. This ensures that children have a strong sense of belonging and contributes to their high levels of self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection and knows how to keep children safe. She fully understands the possible signs and symptoms that may indicate a child is at risk of harm. She attends training to help ensure that she keeps her knowledge and skills up to date. The childminder is fully aware of the action to take should an allegation be made about her. She carefully checks that her home, equipment and places that the children visit are safe and suitable. She maintains accurate records and implements policies effectively to support the smooth running of her setting.

What does the setting need to do to improve?

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

- strengthen how activities are planned and implemented to ensure that learning outcomes are appropriately matched to children's level of development
- establish effective relationships with other settings that children attend in order

to further promote positive outcomes for children.

Setting details

Unique reference number	EY240704
Local authority	Wigan
Inspection number	10066774
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	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 October 2015

Information about this early years setting

The childminder registered in 2000 and lives in Tyldesley, Greater Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and about how she ensures children's well-being and safety.
- The inspector viewed documentation, including evidence of the suitability of household members, training and first-aid certificates, the attendance register and insurance.
- The inspector took account of the written views of parents.

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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