

# Childminder report

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Inspection date: 27 January 2022

<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 and her co-childminder create a very warm and welcoming environment for children. Children are inquisitive, happy and motivated to learn. They independently select what they wish to play with and concentrate on their chosen tasks. For example, children develop their imaginative skills as they play with their favourite toy characters. The childminder talks to them about what they are doing and encourages them to share their ideas. This helps children to become skilful and confident communicators.

The childminder has high expectations for children's behaviour and has established clear routines and rules which support children to understand right from wrong. Children behave well. Older children show kindness and concern for their younger friends. They share toys and take turns as they play together. The childminder offers gentle and consistent reminders when needed. This helps younger children to successfully develop their social skills.

Due to the COVID-19 pandemic, parents cannot currently come into the setting as they would normally do. Instead, the childminder ensures that she holds daily discussions at the door and makes use of a dedicated app to share information and communicate further.

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

- The childminder has a good understanding of children's starting points. She gathers precise information about children's existing knowledge and skills in close collaboration with parents. She is clear about what children need to learn next and plans suitable activities to help children to make progress. However, some group activities are not always sharply focused on each child's individual needs and stage of development to further extend their learning.
- Children make independent choices about what they want to do. They confidently choose their own resources from the good selection available. For example, children decide to play with blocks and begin making structures. However, in her enthusiasm to help children, the childminder sometimes over-directs and does not allow children to explore, investigate and test their own ideas independently. For example, she suggests what colour blocks to use and where to place them.
- The childminder prioritises children's well-being and explains how this is even more important following the pandemic. Both the childminder and her co-childminder ensure that they talk to the children about how they are feeling. The childminder uses books to help children to understand and provides cuddles and reassurance as needed. This helps children to develop empathy for others and supports them to regulate their feelings and behaviour.

- Children are developing important skills that they need for the future. For example, they are learning how to manage their self-care needs because the childminder provides lots of opportunities for children to be independent. Furthermore, she encourages children to use their manners and praises them when they remember to say 'please' and 'thank you'.
- Children thoroughly enjoy singing their favourite songs. They recall keywords and phrases and join in with familiar actions. Children are able to express their views and opinions as they choose what song they would like to sing next. They patiently wait their turn and listen to the suggestions made by their friends.
- The childminder encourages children to develop an interest in books. This helps to support their emerging literacy skills. Children snuggle together and with the childminder to share their favourite stories. Young children point to the pictures while the childminder describes what is happening. She carefully introduces new vocabulary and ensures that children hear the correct pronunciation of words.
- The childminder is very reflective of her work. She is dedicated to developing her practice and knowledge further and takes every opportunity to engage in training. Together with her co-childminder, she accurately evaluates the service that she provides. She gathers the views of parents and children and ensures that any suggestions they make inform future improvements. Parents are very complimentary about the childminder's provision. They comment that their children are happy and thoroughly enjoy attending.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the possible signs and symptoms that may suggest a child is at risk of harm. She has completed appropriate training to secure her understanding of child protection issues. Furthermore, she understands her role and responsibility in protecting children who may be exposed to extremist views. The childminder has a very good understanding of how to report concerns about a colleague's practice or conduct. Additionally, she understands the action to take should an allegation be made against her. The childminder's home is secure and well organised. She has detailed policies and procedures which she implements to help ensure the smooth running of her provision.

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

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

- consider more closely how to differentiate group activities, to fully benefit children's varying ages and stages of development
- adapt teaching so that children have more opportunities to independently explore, investigate and test their own ideas and theories.

## Setting details

<b>Unique reference number</b>	EY486830
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10066788
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	26 October 2015

## Information about this early years setting

The childminder registered in 2015 and lives in Winstanley, Wigan. She operates all year round from 7am to 5pm, Monday to Friday, excluding bank holidays and family holidays. The childminder has an appropriate early years qualification at level 3. She works with a co-childminder.

## Information about this inspection

### Inspector

Karen Cox

### 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 her evaluation of the provider.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of those living in the household, qualifications, first-aid certificates, and policies and procedures.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.

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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