

# Childminder report

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Inspection date: 16 February 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

Children form secure attachments with the warm and welcoming childminder. They continuously demonstrate that they feel safe, happy and secure in her home. They confidently choose what they want to play with from an abundance of exciting and enticing activities set up by the childminder. For example, children learn about Arctic animals and their habitats as they explore a tray with ice cubes, animals and characters. They develop their mathematical knowledge as they use play dough to match quantities to written numerals.

Children show high levels of engagement and perseverance. They are supported to develop a positive can-do attitude as they build on their existing knowledge and skills. For example, the childminder values the importance of developing children's independence and key skills needed for their future. She encourages children to peel and chop their own fruit at snack time rather than simply completing this task for them. Furthermore, children enjoy weekly swimming sessions where they learn vital skills to keep themselves safe.

Children are continuously praised for their efforts and achievements and behave well. They demonstrate kindness and concern for others and share and take turns. Children listen carefully to the instructions given by the childminder and show an awareness of routines and expectations. They are polite and remember to say 'please' and 'thank you' with occasional, gentle reminders. The childminder recognises that children may not have engaged in many social experiences during the COVID-19 pandemic. She plans activities for children to explore their local community and develop their confidence in social situations as they meet new people.

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

- The childminder plans activities that reflect children's interests and ignite their enthusiasm for learning. For example, following a child's fascination with a film about witches and spells, the childminder creates opportunities for children to make 'potions'. Children are engrossed in collecting and pouring water, adding petals and cooked spaghetti. They develop their imaginative skills as they talk about their potions. They concentrate intently as they use chopsticks, which strengthens their fine motor skills in readiness for writing.
- The childminder places a strong emphasis on supporting children to develop their communication and language skills. For example, she provides a clear narrative throughout children's play which helps to provide meaning to what children are doing. The childminder asks children questions that encourage their critical-thinking skills. As a result, children are skilful communicators.
- Extremely good attention is given to the development of children's literacy skills.

The childminder's homely environment is rich in signs and labels and there are plentiful opportunities for children to make marks with a variety of tools. Children have a clear love of books. The childminder provides a wealth of props that enable children to act out their favourite stories. For example, children dress as princesses as they listen to the story of 'Cinderella'. They excitedly run around trying to see who their magical slipper fits. Children learn new vocabulary and understand that print carries meaning.

- The childminder has established very effective relationships with parents. She continuously shares information about children's care routines and what activities children have enjoyed. However, the childminder agrees that she could strengthen, even further, the information that she gathers when children first start at her setting. For example, she has reflected on her current practice and wishes to improve the information she obtains on children's specific learning and development. This demonstrates the childminder's ability to evaluate her service and her relentless drive to improve outcomes for children.
- The childminder links with other local childminders to share good practice. She evaluates her setting continuously, taking into account the views of parents and children to inform any future improvements. The childminder engages in purposeful training opportunities to ensure that she maintains her good practice. She carefully identifies how her learning can impact positively on the service that she provides. This supports her in her determination to ensure that children receive the best possible care and education.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of safeguarding issues. She has recently refreshed her knowledge through training, to ensure that her understanding remains up to date. The childminder has an accurate awareness of how to report any concerns about children's welfare. She has developed appropriate policies and procedures to support her good practice. Through discussion, she demonstrates a robust understanding on how to respond in certain situations, including supporting children who may be at risk of extremist views or exploitation. The childminder maintains a very safe and secure home. She continuously checks for potential hazards and teaches children how to identify risks.

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

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

- implement plans to gather even more precise information about children's learning and development prior to them starting, to help accelerate their progress further.

## Setting details

<b>Unique reference number</b>	EY268062
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10066776
<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>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	26 October 2015

## Information about this early years setting

The childminder registered in 2004 and lives in Astley, 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 her evaluation of the setting.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- The childminder discussed the curriculum intent and how the provision is organised during a learning walk with the inspector.
- The childminder and the inspector carried out 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, 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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