

Childminder report

Inspection date: 10 March 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and demonstrate that they feel safe in the childminder's welcoming home. She has created a nurturing environment, where children have space both inside and outdoors to play, learn and express themselves. Young children find a quiet area and choose a book to look at independently. Other children choose to use the large open space and move their whole bodies to dance and whirl around. This helps them to develop their spatial awareness and coordination skills.

A highlight of the children's day is the daily 'rhyme time', where they read stories and sing songs and nursery rhymes with the childminder. Children excitedly join in with the familiar songs and actions. They also watch the childminder attentively as she demonstrates a new song for them to learn. The childminder's home is a language rich environment, and she clearly fosters a love of reading. This helps children to develop and practise their emerging language skills and is shown in the joy that children find in a story.

The childminder offers consistent praise for children's achievements. Children behave well and understand the rules of the childminder's home. Children have continued to make good progress in their learning throughout the COVID-19 pandemic. The childminder has supported families effectively. For example, she has offered extra sessions for children and their siblings to attend. This has ensured that there are few gaps in their learning as a result of the COVID-19 pandemic.

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

- The childminder knows children well and understands what they need to learn next. She plans activities around children's interests which means that they are fascinated and engaged across all areas of learning. Overall, children make good progress. However, on some occasions group activities are focused more on older children. Consequently, younger children are not fully engaged and, therefore, their learning objectives are not always achieved.
- The childminder helps children to develop their social skills, such as sharing and taking turns. When children encounter frustrations in their play, the childminder understands when to allow them to try to work out their own differences and when to step in to offer support.
- The childminder maintains effective relationships with parents and they feel involved in their children's learning. She gives them plenty of information about their children's day and the learning and progress that takes place. The childminder shares resources with parents, so that they can continue to help their children to learn at home. For example, the childminder shares picture books with parents, so that children can develop their story telling skills further.

Parents comment that their children's 'mastery of nursery rhymes is brilliant'.

- The childminder has effective systems in place to monitor and assess children's progress. She understands how to identify gaps in children's learning and how to put suitable support in place. This ensures that any emerging issues are addressed swiftly and means that children do not fall behind. However, the childminder does not consistently share information about children's development with other settings that they attend. Therefore, children are not always benefiting from continuity in their learning.
- The childminder encourages children to be increasingly independent. They manage their own self-care needs well. Children know when they need to wash their hands and understand that this helps to discourage the spread of germs. Young children put on their own shoes and coats before they go outside, and they help their younger peers who are struggling. Older children cut up their own fruit at snack time, using safety knives and a chopping board. This helps children to develop the skills they will need in readiness for their move up to school.
- The childminder teaches children about difference and similarity. They socialise with children who have diverse backgrounds and learn about traditions from different countries. For example, children visit a Polish supermarket and then eat the Polish food for lunch. The childminder continues to include Polish food on her menu on a regular basis. This helps children to learn about the world around them and to prepare for life in modern Britain.
- The childminder sources training to extend her breadth of knowledge. This helps to maximise the impact of her teaching on children. For example, she has recently completed training around oral health. Children now have their own toothbrush and toothpaste at the childminder's home and learn how to keep their teeth clean and healthy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of safeguarding and understands how to keep children safe. She is aware of the signs and symptoms of abuse and knows what to do if she has a concern about a child in her care. The childminder is aware of her role and responsibilities relating to a range of safeguarding concerns, such as radicalisation and extremism. The childminder ensures that her premises are safe and secure. She completes regular risk assessments of areas accessed by children and of places they visit on outings. This ensures that children remain safe in her care.

What does the setting need to do to improve?

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

- include further variation in group activities to fully support the learning and development of younger children
- develop a consistent approach to sharing information with other settings that children attend to ensure that children benefit from continuity in their learning.

Setting details

Unique reference number	2541287
Local authority	Wigan
Inspection number	10215355
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	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Leigh, Lancashire. She operates all year round from 7.45 am to 5.30 pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Amy Johnson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic on the setting and has taken that into account in their evaluation of the setting.
- The childminder discussed her curriculum and its impact on children's learning and development with the inspector.
- The childminder and the inspector completed a joint observation together.
- The childminder and the inspector discussed the quality of education and teaching and the impact on children's learning.
- The inspector observed interactions between the childminder and children both indoors and in outside areas.
- Children spoke to the inspector throughout the inspection.
- A sample of key documentation was viewed by the inspector and taken into account.
- Parents provided their views by written account and these were considered by the inspector.

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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