

Childminder report

Inspection date: 4 October 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of this very experienced childminder. She assesses children's learning and development from the moment they start. The childminder extends children's learning so that they make exceptional progress. Children enjoy a wealth of opportunities to help them to learn about the world around them. For example, children go to the local woods on a nature hunt. They look for signs of the changing seasons and collect items to use in their autumn display. The childminder has high expectations for the children. Embedded routines and high behavioural expectations ensure that children know their boundaries. The childminder instils good manners and respect for each other.

The childminder's use of language and modelling of vocabulary is exemplary. She initiates conversation and provides many opportunities for children to observe and take part in two-way conversation. For example, children describe leaves swirling around in the wind when they talk about the weather. Children become familiar with their favourite stories. They use puppets to recall the main events. The childminder takes account of the children's views and opinions. As a result, children feel involved in their own learning. Partnership with parents is exemplary. The childminder informs them of children's interests and next steps in their learning. She provides resources to support parents in sharing the activities at home. This enables parents to extend their child's learning even further.

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

- The childminder plans an exceptional curriculum. Every activity offered to the children is meticulously chosen to further their learning. For example, she follows the baby's interest in music to encourage her to babble and vocalise. Effective use of the information collected on entry ensures that children make exceptional progress.
- The childminder is extremely responsive to children's interests and needs. She uses her secure knowledge of children to support and enhance their learning. The childminder identifies gaps in their learning. Consequently, she knows when to challenge children further and when they need extra support. Children are extremely engaged in learning.
- The childminder has formed highly effective partnerships with other settings that children attend. She shares children's developmental progress and their next steps in learning. This enables all carers to support children in their learning and development. This means that children receive the very best start to their education.
- Children learn that they are part of a wider community. They visit local shops, the park and playgroups. They visit the local library and borrow books to share at the setting. Children learn about what makes them unique. Consequently,

they develop respect and resilience and learn to celebrate their similarities and differences.

- The childminder instils clear routines, exceptional manners and strong moral values. Children learn about good listening and being respectful of each other. They talk together about their day and things they have all been doing at home. She then uses this information to inform activities. For example, she offers toy animals to support a child's link to the farm they visit with their parents. This helps children to feel included and secure and eases the transition from home.
- The childminder continuously evaluates and improves her own practice. She attends a wealth of training, which further improves her knowledge and teaching. She reviews courses she attends and considers how they will improve her practice. Recent training on early reading made her consider the way she reads stories. The childminder has taken steps to improve her storytelling. Therefore, children engage more with her stories and focus their attention for longer.
- The childminder has formed exceptional relationships with parents. Parents are extremely happy with the care their children receive. In particular, they compliment how well she understands their child's needs. The childminder updates parents weekly on their child's learning and celebrates their achievements. This close partnership ensures that children receive a seamless transition between home and the setting.
- The childminder sometimes works with an assistant during busy holiday periods. She shares her robust systems and vision to ensure continuity for children. Through regular supervision and monitoring, the childminder identifies any future training needs. This ensures that all children receive the same high-quality learning experience from all adults.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date through frequent training. She has a comprehensive understanding of the signs of abuse and is confident about who to contact if she has any concerns. The childminder carries out daily risk assessments. She supports the children to learn how to keep themselves safe. They talk about why it is important to hold the rail when going down the steps. The childminder carries out regular evacuation drills so that the children know what to do in case of an emergency.

Setting details

Unique reference number	EY418671
Local authority	Wigan
Inspection number	10235474
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	12 to 3
Total number of places	12
Number of children on roll	3
Date of previous inspection	11 October 2016

Information about this early years setting

The childminder registered in 2010 and lives in Astley, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is very occasionally supported by an assistant.

Information about this inspection

Inspector
Michelle Highcock

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including her aims and rationale for her early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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