

Childminder report

Inspection date: 12 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder provides a stimulating, loving and warm environment for the children. The children move around freely in the space provided for their use and confidently approach the childminder for support or a cuddle. The children are happy to talk to visitors, which demonstrates how secure they are in the home. The children enjoy free play and show strong imaginative skills. For instance, the children engage in a game where 'the fire engine is saving people'. The children tell the childminder, 'The fire truck, takes people to the hospital.' They concentrate well and show a good attitude towards learning. Children happily play alone or with support.

Children develop good self-care skills and take pride in doing things for themselves. For example, pre-school children help to tidy up after their play and put on their own coats before playing outside. The childminder encourages children to share, take turns and to be kind to one another as part of developing their personal, social and emotional skills. As a result, the children behave well. The childminder provides them with lots of praise and encouragement throughout the day. This helps to boost children's well-being and self-esteem effectively. Children develop a good attitude towards learning.

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

- Parents speak highly of the care and education their children receive. They are able to see the good progress children make with the childminder and feel that their children are happy and secure. There are good systems in place to share information with parents about the setting and how to continue children's learning at home. This helps to support children's progress and development. The childminder constantly looks at ways to improve her setting. She has plans to introduce a new communication book to share with parents and other settings the children attend.
- The childminder has a good understanding of the things she wants children to learn. She plans an interesting curriculum and is clear about what they need to learn next. The childminder skilfully links children's next steps into their play. For example, the childminder uses children's love of football to support their developing listening skills. The childminder demonstrates various actions, using a football. The children happily copy and demonstrate progress in their listening and physical skills.
- The childminder praises children during their learning. However, she does not always correct children's misconceptions, such as when children do not count in the correct sequence or when they do not name shapes correctly. Therefore, the childminder is not consistently supporting children's understanding of concepts, particularly around mathematics.

- Overall, the childminder works hard to promote children's communication and language development. The children develop an understanding of language when the childminder talks with them about what she and they are doing. The childminder listens to children and supports their communication as she repeats words back to them. For example, the childminder repeats the words 'ambulance' and 'fire engine' to model the pronunciation.
- The childminder observes and assesses children's development well. She helps them to develop their small-muscle skills. For instance, the children use tweezers to pick up animal cards. The childminder is able to check the children's knowledge and understanding as well as introduce new language of 'wilder beast'. Children make good progress as they are developing important skills needed for later life.
- The childminder has formed strong links in her community and with other local childminders. These links have enabled her to share ideas and examples of good practice. There are regular trips to the local parks, community groups and events at the local library. This helps to ensure that children have frequent opportunities to mix with others and develop their confidence in larger groups. The childminder uses these experiences to teach children about the wider world around them and the community in which they live.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her role and responsibility in relation to child protection and safeguarding. She knows the signs and symptoms of abuse and the procedures for referring concerns. The childminder is alert to the indicators that a child or family may be at risk of being drawn into extreme behaviours. She ensures that her safeguarding knowledge remains up to date through completing a varied range of safeguarding and child protection training. The play environments are secure and clean, and risk assessments are in place for outings. Children learn how to play safely and tidy away toys to keep the environment free from trip hazards.

What does the setting need to do to improve?

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

- strengthen teaching so that any misconceptions in children's understanding are consistently addressed in order to support their continued good progress.

Setting details

Unique reference number	2587758
Local authority	Wigan
Inspection number	10251158
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	3 to 14
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Wigan, Greater Manchester. She operates all year round from 7am to 10.30pm, weekdays and some weekends, except for family holidays.

Information about this inspection

Inspector

Katie Bonney

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.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke with the childminder and discussed safeguarding knowledge.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has 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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