

# Childminder report

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Inspection date: 12 October 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 provides a homely environment where children receive a lot of care and attention. Children sit on the childminder's knee as they read books and have plenty of conversations, asking for help when it is needed. There are firm bonds made and it is evident that children feel safe, happy and content in the childminder's care. The childminder has a gentle manner towards children. She acknowledges children's feelings and encourages them to share and be kind to each other. This helps to support children's positive behaviour.

Children independently choose their own resources that interest them. For example, they extend their imagination as they play with dolls, show delight as they proudly share pictures they have created and concentrate intensely as they match shapes. Children have the opportunity to freely explore and work out things for themselves. This helps children to increase their ability to become independent learners and supports them in readiness for school.

Since COVID-19, the childminder has noticed that some children need more support with their speech and their social and emotional needs. She has since increased the number of songs, rhymes and stories she offers. Furthermore, she regularly meets with other childminders and children, providing more opportunities for children to socialise and mix in larger groups.

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

- The childminder has a positive attitude. She regularly evaluates her practice and her home to continually support children's play and learning. As a result, she has plans to make improvements in the garden area by adding a structure for shelter and shade. The childminder identifies that this will help benefit children who prefer to play and learn in the outdoors.
- Children's communication and language skills are promoted well. The childminder provides a range of new words for children to hear and carefully considers enjoyable activities to support their speech. For example, children excitedly pick items out of a box; they are then encouraged to say the name of the item. This helps support children's pronunciation and allows them to hear the correct sounds in words.
- The childminder knows the children well and is aware of their abilities and interests. She is clear about what she wants the children to learn next and plans suitable opportunities to help children make good progress. However, during some activities, the childminder does not differentiate the learning to extend all children's individual needs and stages of development.
- Children partake in a wide range of experiences out and about in the local and wider community. For example, they attend regular forest school sessions, zoos,

play centres and stay-and-play groups. This helps enhance children's understanding of the natural world around them and provides them with a greater knowledge of the community in which they live.

- Children are provided with a range of healthy snacks, such as fruit. The childminder helps children to learn the names of the items that they eat, including 'grapes' and 'bananas'. However, the childminder does not always capture opportunities to give children a deeper understanding of why handwashing, blowing noses and eating healthy foods are important. This means children do not consistently learn about healthy lifestyles.
- The childminder skilfully weaves mathematics throughout routines and play. For example, she encourages children to count and to share out equal amounts of fruit. Children sing number rhymes and fit different shapes onto boards. This supports the development of their early mathematics skills well.
- Communication with parents is good. Parents comment that the childminder is 'amazing' and has lovely bonds with their children. The childminder shares ongoing information about children's progress. She offers ideas for parents to further support children's development at home. Parents feel very well informed of what their children do during the day and are reassured that they have so much fun.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to ensure that children are safe in her care. She confidently explains the safeguarding policies and procedures to follow if she has any concerns about children's welfare. The childminder speaks about signs and symptoms of abuse. She carries out ongoing risk assessments to ensure that her home is suitable and safe. For example, she removes small pieces of toys out of young children's reach. The childminder holds a paediatric first-aid certificate. This provides the childminder with the skills she needs to deal with any medical emergencies if they occur.

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

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

- consider how to further differentiate teaching during activities to fully support children's varying ages and stages of development
- strengthen children's understanding of why hygiene and healthy practices are important to contribute to their overall good health.

## Setting details

<b>Unique reference number</b>	EY453875
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10235974
<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>	7
<b>Date of previous inspection</b>	23 January 2017

## Information about this early years setting

The childminder registered in 2012 and is located in the Leigh area of Wigan, Greater Manchester. The childminder operates from 7.30am to 5.30pm from Monday to Friday. The childminding setting is open all year round, excluding family holidays and bank holidays. The childminder has a relevant qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kellie Lever

## 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector gathered the views of parents and their comments on the setting.

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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