

Childminder report

Inspection date: 20 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is passionate about her role. She creates a welcoming and calm atmosphere. Children are happy and thoroughly enjoy spending time here. They demonstrate that they feel safe. The childminder and her co-childminder get to know children well and they settle quickly. She knows when children are tired, hungry or unwell and responds appropriately to meet their needs. Children behave very well. They listen attentively to the childminder's instructions. The childminder has established caring relationships with children. She has high expectations for all children. The childminder is a positive role model. She encourages children to share all of the toys.

The childminder uses children's interests to plan activities that excite them. This helps to motivate children. Children gain positive attitudes to learning. They learn how to look after the childminder's rabbits. Children help to feed them and brush their fur. They help to plant a range of fruit and vegetables in the childminder's garden. This helps children learn more about the life cycles of plants.

The childminder takes children on outings. For example, they go to local parks and to toddler groups. The childminder takes children to the library and they learn how to borrow books. These opportunities help children learn more about the wider world.

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

- Overall, children's independence is well supported. They are encouraged to put their own shoes and coats on. They wash their hands by themselves. This helps to prepare children for the next stage in their learning. However, the childminder does not always encourage children to help with tidying toys away. This does not provide them with consistent messages about taking responsibility for tidying up.
- Children's physical development is promoted well. Young children jump up and down as they sing action songs. They ride around the outdoor area on ride-on toys. Babies push cars forwards and backwards along the floor. These opportunities help to build up children's large-muscle movements.
- Partnerships with parents are strong. The childminder involves parents in the evaluations of her setting. Parents are complimentary about the childminder. They are thankful for the good progress their children have made with their speech and confidence. The childminder supports parents to continue learning at home. This helps to provide continuity of care for children.
- The childminder knows the children very well. She understands how they learn and what interests them. The childminder monitors children's progress closely, and she quickly identifies any gaps in their learning. When parents or the

childminder have concerns about children's development, they seek and follow advice from other professionals. This helps all children, including those with special educational needs and/or disabilities, to be well prepared for their next stage of learning.

- The childminder helps children to understand more about inclusion and diversity. She talks to children about the similarities and differences between themselves and others. The childminder celebrates a range of festivals with children. This helps them learn about many religions. The childminder talks to children about the dynamics of different families. This helps children learn about people and communities that may be different to their own.
- The childminder helps to keep children safe. For example, she conducts regular fire evacuation drills with children. The childminder ensures children are supervised well when using technology devices at her setting. However, the childminder does not teach children how to keep safe when going online at home.
- Children's communication and language is supported well. The childminder repeats key words, so children become familiar with them. She allows children enough thinking time to answer questions. The childminder introduces new vocabulary to children as they play. This helps to promote their communication and language development.
- The childminder supports children's emotional well-being. She helps them to understand their own feelings and to process different emotions they may have. The childminder acknowledges children's feelings when they become tired. This helps them learn to recognise their own feelings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She has a good knowledge of the signs and symptoms that indicate a child may be at risk of harm. The childminder knows how to report any concerns she may have about a child's welfare. She understands her duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours. The childminder teaches children about road safety when they go out on trips. Children learn how to cross roads safely by waiting for the green man at crossings.

What does the setting need to do to improve?

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

- further develop children's sense of responsibility, for example by encouraging them to help to tidy up when they finish playing
- support children to learn about how to keep themselves safe from online dangers.

Setting details

Unique reference number	EY460305
Local authority	Wigan
Inspection number	10236122
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	0 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 March 2017

Information about this early years setting

The childminder registered in 2013 and lives in Tyldesley, Wigan. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works alongside a co-childminder.

Information about this inspection

Inspector

Olivia Barnes

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.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents' views were taken account of by the inspector by reading their written comments.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

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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