

# Childminder report

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Inspection date: 17 October 2022

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<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**

Children are greeted with a warm smile and enthusiasm from the childminder. They happily separate from their parents and show eagerness to start their day. The childminder is close by to offer support and encouragement to children, and they are happy in the safe, nurturing environment. The childminder sets up resources and areas in her home that are specifically selected to spark children's curiosity and interests. For example, children freely explore a 'prop box' as they absorb themselves into imaginative play and extend their own ideas. Children concentrate intensely as they learn to operate electronic equipment, such as cameras and telephones. Furthermore, they turn knobs, flick switches and twist screws. Children persevere, think critically and gain a greater understanding of how things work.

Children happily cooperate with familiar routines throughout the day. Plenty of visual pictures are placed at children's level to help them see what they are doing now and what will be happening next. The childminder is a good role model and is kind and caring to children. She supports children's emotional needs well. As a result, children listen, follow simple instructions, share resources and show kindness to their friends. Children's behaviour is good.

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

- The childminder is passionate and dedicated to providing the best care and learning opportunities to children. She effectively evaluates her practice and attends a range of training to further her knowledge. For example, the childminder is currently completing an additional qualification to help support children with special educational needs and/or disabilities. Furthermore, she ensures that she reviews her environment and implements new practices after attending training. For example, promoting children's oral health and supporting those who speak English as an additional language. As a result, all children are making the best possible progress.
- Children enjoy playing outdoors in the fresh air. For example, they scoot around on ride-along toys. Children show off their great coordination skills as they navigate them carefully around the garden. They run around, stretch and jump as they attempt to catch bubbles floating in the air. This provides children with opportunities to be active and supports their physical development skills well.
- The childminder supports children to learn the importance of carrying out good health and hygiene procedures. For example, children wash their hands, independently wipe their noses and brush their teeth. Furthermore, the childminder provides parents with additional information that helps promote children's oral health at home. This helps to strengthen children's understanding of the importance of leading a healthy lifestyle.
- Overall, the childminder interacts well with children during their play. She knows

the children well and provides a wide range of activities to follow children's interests. However, at times, the childminder does not always use these opportunities to extend and challenge children's learning based on what she wants children to learn next.

- Generally, children's communication and language skills are promoted well. The childminder continually speaks to children and provides a range of keywords for them to hear as they play. However, she does not always model the correct pronunciation of words and reference to items. Therefore, children's vocabulary and emerging language are not supported to the highest level.
- The childminder develops trusting relationships with parents. Parents are extremely thankful for the care that their children receive. They comment that they feel very well informed about what activities their children get up to during the day. The childminder gathers information about children's abilities and care needs when they first start. She uses this information to support children's development and seeks guidance from other professionals if it is needed. This collective approach helps parents to further support their children's learning at home.
- The childminder encourages children to carry out activities for themselves. For example, they feed themselves and put on their shoes. As a result, children appear confident, self-assured and are independent learners. These skills will help to support them in their future learning and in readiness for school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities in ensuring that children are safeguarded at all times. She has a clear knowledge of the policies and procedures to follow and the relevant professionals to contact if she has concerns that need to be reported. The childminder regularly carries out risk assessments in her home and when she goes out on visits in the community. She holds a paediatric first-aid certificate. This provides her with a secure knowledge and the skills that she will need to attend to children in medical situations.

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

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

- focus interactions and activities more closely on children's next steps to provide more targeted challenges
- strengthen teaching by modelling the correct pronunciation of words and reference to items to further support children's vocabulary and emerging language.

## Setting details

<b>Unique reference number</b>	EY484473
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10236579
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	16 February 2017

## Information about this early years setting

The childminder registered in 2014 and lives in Wigan, Greater Manchester. She operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## 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 childminder 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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