

Childminder report

Inspection date: 11 October 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder is very experienced. She has an extensive knowledge of the individual children, their interests and their unique needs. Her planning and organisation of space and resources are meticulous. She offers a countless number of stimulating activities which children benefit from. Children's individual needs, interests and capabilities inform her planning for adult-led and spontaneous experiences. For example, basic resources such as a cardboard box ignite children's learning as they create a home-made ball game. The childminder enthusiastically supports children to compare and test the size of different balls. They check if they fit into the cut-out holes. Children have ample time to consolidate or practise new skills, such as cutting. Children are very well behaved as they take turns and share the toys exceptionally well.

Children eagerly make chocolate 'gloop', intended for a bog in a story. The conversations between children and the childminder flow naturally. Language and vocabulary are developed extremely well. Words to describe the textures are modelled and used by the children as the 'gloop' alters. Children have time to think and respond with thoughtful comments as they explore and investigate the evolving 'gloop'. Toddlers are able to practise their early cutting skills. The children lead the play, but the childminder is able to skilfully differentiate her involvement. She challenges with thought-provoking words and ensures every child makes excellent progress.

Reading is an extremely high priority for the childminder, which results in the children being avid readers. For example, three-year-old children use extensive and expressive language as they read independently to other children. They are extremely engaged with the book, enjoying the experience and demonstrating exceptional early reading skills.

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

- Children love to dance and select their own music. They are incredibly aware of musical changes. They react with alternative movements refining the dance. The childminder incorporates challenges for individual children. For example, toddlers wave their arms and point their toes as they dance in time to the music. This enhances the performance and results in creative and physical development for the children.
- The childminder makes excellent use of books. When children become particularly interested in a story, they all make props and characters, which helps to develop their role play and imagination. Children also use language and learn new words. For example, children explain articulately what a 'cauldron' is, displaying brilliant comprehension and vocabulary.

- Children are confident, settled, independent and love attending the childminder's home. They play and interact with each other superbly and thoroughly enjoy their friends' company. Their speaking is delightful. They confidently show photos and chat to the inspector. They demonstrate how well they can recall previous learning and past events by describing the photos and answering questions in depth.
- Parents say the care and education provided are 'amazing' and the partnership is 'exceptional'. The childminder diligently ensures children achieve their full potential and are prepared for their next stage of learning. The daily communication with parents is excellent. They are kept very informed and updated with photos, observations and assessments. The childminder includes parents in their child's development and shares ideas for learning at home. Parents are very impressed and extremely pleased with the service they receive.
- The childminder is committed to her professional development. She has undertaken a wealth of training, such as training on autism spectrum disorder. She uses knowledge from training to boost children's individual development, to help them achieve and reach their full potential.
- The childminder has high expectations for behaviour and for children to be independent. All children demonstrate a clear understanding of rules across the setting. Their behaviour is impeccable, and they have high levels of respect for all. Children benefit from rich experiences that build on what they know and can do. They have an eagerness to learn and display a can-do attitude. The well-embedded routines support all children to make excellent progress.
- The childminder has excellent procedures in place to ensure children have a seamless transition to school. For example, the childminder incorporates topics and targets from school into her daily practice. She works closely with teachers and parents to ensure consistency in children's learning. This helps them to make excellent progress.
- The childminder meets weekly with a group of local childminders. They share practice, ideas and offer valuable support to each other. The childminder believes these weekly continuous professional development discussions, alongside webinars and online courses, enhance her practice. They are instrumental in ensuring improvements in her provision of quality care and education. This results in excellent outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Children assess the risks daily with the childminder, including at forest school visits. The childminder keeps her knowledge updated regarding the many forms of abuse. She can identify all types of abuse and knows the procedures to follow should she have any concerns. The childminder teaches children how to keep safe online and provides information to parents to ensure their safety at home. Safeguarding requirements are promoted to an exceedingly high standard and children are exceptionally safe and secure.

Setting details

Unique reference number	322610
Local authority	Wigan
Inspection number	10234535
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	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder was registered in 1991 and lives in Atherton, Wigan. She operates all year round, from 7.30am to 5.00pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funding for early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Day

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 provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting with the inspector.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.

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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