

Childminder report

Inspection date:

8 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder has lovely relationships with the children. She welcomes them affectionately when they arrive, and they settle quickly. They respond with laughter, singing a song together and demonstrating the good relationship. Children listen to instructions and carry them out straightaway. For example, they put their lunch boxes on the kitchen table. Children demonstrate good understanding.

Children concentrate well during activities. They are very engaged in selecting leaves to create an autumn picture. They use the glue sticks with ease to stick leaves on a paper plate and replace the lid carefully. They skilfully peel the protective paper from animal stickers and add them to the picture, demonstrating their good hand-to-eye coordination. Manipulative skills are developed well.

Older children share toys with babies, handing them items that babies point to but cannot reach from the box. Babies respond with smiles and gurgles, clutching the toy happily. The childminder gives the children lots of praise for sharing and taking turns. Children play and cooperate well together.

Babies are encouraged to develop their large-muscle movements by crawling towards interesting objects. They pull themselves up using sturdy boxes and furniture to support walking. They are supported by the childminder to develop their upper-body strength and movement.

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

- The childminder concentrates on developing children's speech, physical development and personal, social and emotional well-being. Through adult-led activities and children's play, she assesses learning. She then plans further activities or incorporates next steps in learning into children's play and tracks their progress.
- Children are encouraged to do things for themselves. They recognise when their nose needs blowing. They help themselves to a tissue and place it in the bin afterwards. When they need a drink, they select a beaker and pour water from a jug carefully. Self-help skills are developed well.
- The childminder models good manners and encourages children to say 'please' and 'thank you'. She is consistent with simple rules, and children are well behaved.
- The childminder is sensitive and caring during nappy changing. She talks to the child all the time. She encourages children to dress themselves and try to pull up their own trousers.
- Children have opportunities to experiment as they play with favourite toys on a

small table. They explore ways to make cars move and see what happens if they push a car down the table leg. The childminder responds with comments and questions to extend children's thinking. However, many questions require a one-word answer, which does not support children to develop their speech.

- The childminder skilfully settles children quickly, and they are confident to play with visitors. They show the inspector their favourite toys and say what they are. They enjoy coming to the childminder's setting to play and learn and are making good progress.
- The childminder takes children to a variety of places. One of their favourite places is the local public gardens. Children admire and talk about the colour and size of flowers. They learn the names of vegetables and enjoy exploring the environment. They use public transport, such as the bus or tram, as an alternative to a car. They compare the size, speed and noises the vehicles make. An understanding of mathematical concepts is developed.
- Children walk to the park and collect interesting items. They are encouraged to talk about what they find and see. They bring items home and use them to create collages. The childminder also takes the children to soft-play centres and parks to develop large-muscle movements and allow them to practise their running and jumping.
- Children enjoy looking at books for a short time. The childminder encourages children to touch the fabric. She describes the material, and children begin to say the last word in the sentence. They count the fish. However, books are not readily available to children all the time.
- The childminder belongs to a group of local childminders. They share practice and ideas and offer a support network for the childminder. Along with online courses, the childminder keeps up to date and informed. This helps her to provide quality care and good outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her home is safe and secure. She has a good awareness of safeguarding, including the risk of abuse for children with special educational needs and/or disabilities. The childminder attends a safeguarding course annually to ensure she keeps her knowledge updated. Risk assessments and parents' permission slips are completed for every trip out. The childminder knows the possible dangers of the internet, and the television has an age restriction set. This avoids children watching any unsuitable programmes.

What does the setting need to do to improve?

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

- ensure children have easy access to books and read stories regularly, to develop

children's speech and introduce new vocabulary

- develop questioning skills to encourage children to reply with more than one word.

Setting details

Unique reference number	EY295118
Local authority	Wigan
Inspection number	10234874
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 January 2017

Information about this early years setting

The childminder registered in 2004 and lives in Tyldesley, Wigan. She operates all year round, from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder receives funding to provide 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 played 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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