

Childminder report

Inspection date:

29 November 2022

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children have a strong sense of belonging at this welcoming setting. They are settled and are confident to play while in the care of the childminder and her assistant. Children understand the daily routines and enjoy spending time together. For example, during the morning greeting, children sing songs and talk about the weather. They enjoy partaking in yoga and mindfulness sessions.

Children are enthused to learn and to use their own ideas. For example, they develop their imaginations while engaging in role play. Children pretend to 'freeze' a dragon and say, 'stand still, that is better'. They were excited to show the inspector their favourite toys and their artwork, such as a 'love heart' picture. Children develop their muscle skills while dancing to music and balancing along beams while outdoors. They were motivated to make a 'big sandcastle' and relish moments of success, saying, 'ta da!' when they finish. Children are eager to explore and become excited while finding spiders using magnifying glasses. They sing nursery rhymes and count during their play. Babies develop their core and upper-body strength as they learn to sit and to crawl. They enjoy exploring different materials in a 'treasure' basket and babble with delight while banging different objects together.

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

- The childminder, ably supported by her assistant, shows determination to provide a nurturing and family-orientated environment where children can learn and grow. Self-evaluation accurately identifies how they can further improve the setting.
- Overall, the childminder provides children with an ambitious curriculum that builds on what they already know and can do. For example, after reading 'The Very Hungry Caterpillar', children develop their understanding of life cycles by enacting how the caterpillar grows in the story. This means that children, including those receiving additional funding, make good progress. However, on occasion, the childminder and her assistant do not fully promote children's learning. For example, sometimes, children's play is unnecessarily interrupted. In addition, some children become restless and lose engagement when group activities last too long.
- The childminder and her assistant help children to develop a good understanding of the world around them. They take children on trips to the local community, such as to the woods and the library. Children learn about differences in people's appearances, the festivals that they celebrate and the make-up of their families. Children learn to respect living things, for example, by helping to look after rabbits. These opportunities help children to become well-rounded individuals.
- There is a strong focus on promoting children's love of reading. Books are well

chosen, and the childminder and her assistant provide a range of activities linked to these stories. They encourage children to select their own books to look at. Children are eager to talk about the stories that they have read to them.

- The childminder and her assistant promote children's self-care skills and independence. Children set the table for lunch and take turns to stir tomato sauce into their pasta. They eat healthy and nutritious foods and have access to fruit and water throughout the day. Children are eager to put on their own coats and wellies for outdoor play.
- Children behave well and are caring towards others. For example, they remind their friends to 'be careful' while outdoors and share the toys that they have. Children were confident to talk to the inspector and were proud to showcase their talents while dancing.
- The childminder and her assistant work together as a close team. The childminder makes sure that mandatory training is up to date. However, the programme of continual professional development for the childminder and her assistant is in its infancy. It is not yet focused on further developing their knowledge, particularly around promoting children's communication and language skills.
- Parents praise the childminder and her assistant for 'caring' and for helping their children to 'flourish immensely'. They value the 'fantastic' communication which helps them to support their children's learning at home. Parents feel that choosing the setting was the 'best decision' they have made.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. The childminder has a sound understanding of her duties to ensure that all adults in the premises are suitable to be around children. Both the childminder and her assistant know how to correctly manage allegations. The childminder ensures that training in safeguarding and first aid is up to date, for both herself and her assistant. They know how to help protect children from harm and keep them safe. The childminder and her assistant have a good understanding of issues pertaining to safeguarding, such as modern slavery and human trafficking.

What does the setting need to do to improve?

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

- strengthen children's engagement in group activities and in their play, to fully promote their learning
- enhance the programme of continual professional development, particularly around promoting children's communication and language skills.

Setting details

Unique reference number	2579811
Local authority	Wigan
Inspection number	10250978
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 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Hindley Green, Wigan. She provides care Monday to Friday, all year round, except for family holidays. Sessions are from 7.30am to 4.30pm. The childminder holds an early years qualification at level 2. She is registered to work with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

David Lobodzinski

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.
- The inspector observed the interactions between the childminder, the assistant and children throughout the inspection and evaluated the impact on children's learning.
- The inspector held discussions with the childminder, the assistant and children.
- Written comments from parents were taken into consideration by the inspector.
- An observation of an activity was carried out, and the inspector and the childminder discussed this afterwards.
- Relevant documentation was reviewed by the inspector, including evidence of the training of the childminder and the assistant.

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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