

Childminder report

Inspection date:

14 December 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

Summary of key findings

This provision meets requirements

- The childminder demonstrates that she has a secure knowledge of the early years curriculum and how children learn. She explains how she tunes in to children's interests and stages of development to plan activities. For example, she describes how she provides a range of sensory activities for babies, who are showing an interest in feeling the textures of their food.
- The importance of building on children's knowledge and skills sequentially is central to the childminder's curriculum. She explains how she focuses on children's emotional well-being, their social and communication skills, and the knowledge that they will need when they start school. The childminder describes how she adapts her resources and her teaching to promote children's development over time. For example, she illustrates how she uses puzzles, games and singing to support children's next steps in learning.
- The childminder is passionate about outdoor learning. She has developed her outdoor area to promote all areas of the early years curriculum, particularly imaginative play. The childminder talks about how she ensures that children are active for large parts of the day. She states that she regularly utilises local woodland and outdoor spaces to expand children's knowledge of the world around them.
- Ensuring that children become confident, independent learners is a high priority for the childminder. She explains how she supports children to learn to walk by promoting both the physical strength and the confidence they need to take their first steps. She demonstrates how she encourages children to meet their own personal needs by teaching them how to put on their own coats and to use cutlery at mealtimes.
- The childminder recognises the importance of liaising with other professionals to ensure that children's needs are met. She describes how she identifies any concerns about children's development. She explains how she has previously linked with the local authority to seek support to help all children to make optimum progress.
- The value of working in partnership with parents is recognised by the childminder. She describes how she ensures that children settle quickly by gathering detailed information about children from their parents. She explains how when she is minding children, she extends learning at home by sharing with parents what the children have experienced each day.
- The childminder explains how she supports children to understand the impact of their behaviour on others. She describes how when minded children are present, she models how to share toys and how to take turns. She describes using physical and sensory activities to teach children how to manage their feelings and emotions.
- The childminder demonstrates a clear understanding of her responsibility to protect children when minding. She describes how, on days that children will be present, she carries out checks to identify and remove any potential hazards. The childminder is aware of the signs that may indicate children are at risk of

abuse. She understands what actions to take if she has any concerns about children's welfare.

- The childminder is a reflective practitioner and demonstrates a commitment to improving her practice over time. She seizes opportunities to increase her knowledge of relevant aspects of the early years curriculum by attending regular training. The childminder ensures that she keeps her safeguarding knowledge and paediatric first-aid training up to date.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	EY305426
Local authority	Wigan
Inspection number	10261628
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	15 January 2018

Information about this early years setting

The childminder registered in 2005 and lives in Ince, Wigan. She operates all year round, from 7am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Liz Dayton

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 showed the inspector the premises and discussed how they ensure they are safe and suitable when minding children.
- Discussions were held with the childminder throughout the inspection.
- The inspector reviewed some documents, including the childminder's first-aid certificate.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector discussed with the childminder how she meets the safeguarding and welfare requirements when minding 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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