

Childminder report

Inspection date: 6 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

The childminder has created a homely atmosphere, where children are lovingly welcomed and feel safe. The children have a sense of belonging and settle well. They are comfortable exploring the activities that have been thoughtfully chosen to support their learning. Children are confident and swiftly engage in a variety of activities that develop their curiosity. For example, children anticipate in awe as they observe what happens to the flour when they pour in water. The childminder supports their communication and language development by adding new words, and she models language well. For example, she introduces the children to mathematical concepts, such as 'pour' 'empty' and 'fill'.

The childminder supports children with handwashing, teaching them to rub their hands together with the soap. Children develop good hygiene skills. They know to wash their hands before eating their snack. Children display good independence skills and recognise when they are thirsty and hungry. The childminder has high expectations and encourages children to make their own choices and lead their own play. Children are clearly very fond of the childminder. They display good behaviour and are sensitive to the needs of others. Children understand simple rules and boundaries and listen well. They naturally use their manners when asking for help. Children willingly share items and wait patiently for their turn. The childminder praises the children, which helps to support their self-esteem well.

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

- Children know the routine well. The childminder is attentive to their care needs, ensuring they are successfully met. Children are comfortable in the childminder's presence and seek her out for emotional support and guidance. They manage their emotions and have built positive relationships with each other. The childminder's praise and encouragement help to promote children's confidence in most aspects of their abilities. They persist and will keep trying.
- The childminder knows the children extremely well and talks about their interests, starting points and the progress they have made. She plans a curriculum that builds on what individual children already know. The childminder is creative in providing opportunities for all children based on their next steps in learning. For example, she encourages children to count the stairs as they are coming up and down, to introduce bigger numbers and to help them to build on their existing knowledge.
- Communication and language is a key focus at this setting. The childminder talks to children, sings songs and helps them to explore and play with resources, such as the sensory tray. However, on occasion, the childminder answers her own questions before children have the opportunity to think and respond. This does not help children to fully express their own thoughts and ideas.

- The childminder prepares children for life in modern Britain. She promotes the importance of being kind in her setting. She finds out about children's home lives, cultures and religions. She tailors the experiences she provides to help broaden children's understanding of the wider world.
- The childminder respects children's individuality and encourages children to respect each other's choices. There is a strong emphasis on sharing play with their peers. Children gain an understanding of taking turns and cooperation to help keep play going.
- Children have many opportunities to develop their understanding of healthy lifestyles. The childminder provides nutritiously balanced and healthy meals. Children play outside in the fresh air. They jump on the trampoline with glee and they enjoy blowing bubbles. The childminder provides daily opportunities for children to be out in the community, developing their sense of belonging.
- The childminder shows commitment and great enjoyment in her role. She attends mandatory training to update her knowledge on paediatric first aid and safeguarding. However, the childminder has not developed a programme of professional development to help her to consistently provide a highly ambitious curriculum. For example, she does not fully consider the benefits of allowing children to take risks and challenges, particularly outside, to help them develop their confidence and resilience. This limits some otherwise valuable experiences.
- Parents value the warm and caring environment the childminder creates, and they acknowledge how this supports children's well-being. They value her wealth of knowledge and they work closely with her to support children's continued progress in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She attends safeguarding training. She knows the signs and symptoms of abuse and what to do if she becomes concerned about a child's welfare. The childminder is aware of the process for referring any concerns to the local authority. She holds a paediatric first-aid qualification. This gives her the knowledge required to respond appropriately in the event of an emergency. The childminder completes a risk assessment of her environment and ensures it is safe for children to attend.

What does the setting need to do to improve?

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

- provide children with more opportunity to think and respond to questions for themselves, to help to extend their ideas
- explore training opportunities to help raise the quality of learning and development even further.

Setting details

Unique reference number	EY481335
Local authority	Wigan
Inspection number	10265162
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 May 2017

Information about this early years setting

The childminder registered in 2014 and lives in Wigan. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder closes for one week between Christmas and New Year.

Information about this inspection

Inspector

Jason Holmes

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 provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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