

Childminder report

Inspection date: 11 January 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children's natural curiosity is expertly nurtured by this excellent childminder. Children are encouraged to follow their own interests as the childminder extends their learning in all areas. As a result, children are prepared exceedingly well to begin school. The effective delivery of a well considered curriculum ensures children have a broad range of knowledge to build upon. Also, children develop the confidence, enthusiasm and independence to become successful future learners.

Children and their families are warmly welcomed into this friendly home-from-home environment. The childminder's sensitive care helps children to feel safe and secure. For example, the childminder gently soothes babies during nappy changes, saying they'll soon feel 'clean and comfy'. The childminder has high expectations of every child and this is reflected in how hard children try to do their best. Behaviour is of an exceptionally high standard. Children share resources and support one another, which contributes to the harmonious environment. For example, older children show younger children how to climb the slide steps and clap saying 'you did it.'

Children are supported to speak clearly using a wide vocabulary. The childminder teaches children a wide repertoire of songs and rhymes, which children participate in with glee. They bounce around the garden on space hoppers singing 'Five Little Speckled Frogs'. Children enjoy actively participating in story times. They excitedly discuss what they can see in pictures and experiment with rhyme and repetition. The childminder is highly inclusive. Children of all ages and abilities take part in varied and imaginative activities. As a result, all children feel valued and make good progress.

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

- The childminder has a very clear and focused plan for what she wants children to learn. She delivers this curriculum effectively through activities that interest the children. Often, this is planned 'in the moment'. For instance, when children push different toys down the slide, the childminder teaches them about measuring distance. She asks children which toy travelled furthest and which travelled the least. As a result, children make excellent progress in all areas of learning and develop a very wide vocabulary.
- The childminder challenges children to reach their learning potential. She asks thoughtful questions, which assess the child's understanding and extends their learning. For instance, she asks children to predict what might happen next in a story and explores how they came to their conclusions. As a consequence, children ask thoughtful questions of their own to learn more about topics that interest them.

- The childminder skilfully introduces mathematical language through activities. She counts the poppers as she dresses babies and they attempt to copy her. Children learn about capacity by filling containers in the mud kitchen. They develop understanding about quantities by exploring wooden puzzles. The childminder encourages children to experiment with numbers and this deepens their learning. As a result, children learn how to make simple calculations, such as finding one less or one more of a given object.
- Children display consistently high levels of behaviour and respect for others. For example, they guide their friends to follow rules, such as not bringing toys to the lunch table. As children finish their lunch, they independently find and lay out their beds for a nap. Children display consistently good manners. As a consequence, children develop many positive character traits.
- The childminder uses a wide range of strategies to increase children's motivation to learn. She praises children's achievements and celebrates their unique talents. As a result, children show high levels of perseverance, and patience when they find something difficult.
- The children benefit from experiences that help them learn about the wider world. Children talk enthusiastically about regular visits to an art club and local groups for dancing and singing. They recall their visits to the zoo and are excited about a planned visit to a local farm. The childminder also plans engaging activities, such as trying food from different cultures. Children explore what they have in common and what makes them unique. This helps children develop an understanding and appreciation of diversity.
- The childminder works in close partnership with parents. She explains child development and education in ways that help parents to understand their child's progress. Parents love sharing in their child's day through shared photos and messages. As a result, parents are highly involved in their child's learning.
- The childminder's dedication to her professional development is inspiring. The childminder seeks the opinions of children and their parents in order to continuously improve her practice. She engages with a local childminding network and follows podcasts, blogs and research to further her knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out rigorous risk assessments and hygiene routines. She shares information with children to help them understand how to keep themselves safe and healthy. The childminder nurtures strong relationships with families to understand the challenges they face. The childminder has a comprehensive understanding of the different categories of abuse. She is alert to the signs and symptoms of abuse and knows what actions to take to protect children. The childminder understands how to protect children and their family if domestic violence occurs.

Setting details

Unique reference number	EY289792
Local authority	Wigan
Inspection number	10265139
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	12
Number of children on roll	11
Date of previous inspection	25 May 2017

Information about this early years setting

The childminder registered in 2004 and lives in Leigh, which is in the borough of Wigan, Greater Manchester. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and sometimes works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Natalie Myatt

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.
- The childminder and the inspector discussed how the space is used for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed interactions between the childminder and children.
- The inspector observed the childminder in practice and they discussed the outcomes of the activity.
- Parents spoke to the inspector and provided written feedback.
- The inspector and the childminder had several discussions.
- The inspector viewed key documentation, including evidence of suitability and qualifications.

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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