

# Childminder report

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Inspection date: 15 March 2023

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

### **The provision is good**

Children are very happy and safe at this setting. They are keen and motivated learners. Children want to take part in the activities on offer and have good levels of engagement. The childminder is an excellent role model. She has high expectations for behaviour and teaches children to understand these. The childminder models good manners which children then copy. Children are friendly and sociable. They interact kindly with each other and naturally share and take turns when playing together.

There is a clear focus on mathematical development at the setting. Older children skilfully count coloured pom poms with one-to-one correspondence accurately. Younger children confidently group pom poms by colour and count on rote beyond ten. The childminder has a good understanding of children's different stages of development and supports them well. Children are making good progress in their learning and are emotionally secure.

Children enjoy taking part in music and dance activities. They giggle with excitement as they remember the actions to 'sleeping bunnies'. The childminder sings to children as they play to extend their learning and expose them to a wide range of vocabulary. Children demonstrate good recall and try to join in with some words they can remember.

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

- The childminder has a good idea of the different things she wants children to learn. She gets to know children well and plans a balanced curriculum that is based on their interests and next steps. The childminder has clear procedures in place for monitoring children's development. This helps her to swiftly identify and address any gaps in learning. Children make good progress and are actively engaged in their learning.
- Communication and language development is a strength at the setting. The childminder models language well and recasts the correct pronunciation of words, such as 'narna' and 'birdie'. Older children hold lengthy back-and-forth conversations about a wide variety of topics. They speak with fluency and confidence. Children are good communicators and well prepared for the next stage in their learning.
- Children are motivated learners. They demonstrate resilience and perseverance when playing picture lotto. Younger children show an admirable degree of patience when waiting for their turn. Children eagerly recognise and name the pictures before matching them to the card. They work together to help each other fill their card. Children are very kind and considerate towards one another. They already possess some important social skills needed for school.

- Independence is seamlessly threaded throughout the daily routine. Children access water independently, help to prepare their own lunch and tend to their own personal care. They make choices about their play, remembering that they need to tidy up before accessing more resources. This helps children to learn about and remember what is expected of them.
- The childminder instils a culture of good hygiene and healthy choices. Handwashing procedures are very well embedded. Children access a variety of healthy foods and snacks. They are encouraged to make choices between different fruits and think about why they need to brush their teeth. Children access the outdoor area each day to exercise their bodies and get fresh air. This contributes to children's overall good health and well-being.
- Partnership working with parents is strong. The childminder seeks information about children's development when they first start, allowing her to plan appropriate activities. She keeps parents informed of what children are learning and how this can be extended at home. This helps to provide continuity in children's care and learning.
- The childminder is dedicated to providing high-quality care for children. She works closely with her co-childminder to evaluate the setting. The childminder completes mandatory training, such as safeguarding and paediatric first aid. However, she does not consistently access wider professional development opportunities to extend her skills and knowledge even further. Consequently, there are some minor weaknesses in the quality of education. For instance, on some occasions, activities are not adapted to fully extend the learning of older children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs and symptoms of abuse. She has clear procedures in place for referring concerns about children or allegations against adults. The childminder is alert to the indicators that children or families may be at risk of being drawn into extreme behaviours. She carries out checks on the environment to minimise hazards and ensure it is safe for children.

## What does the setting need to do to improve?

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

- broaden the range of professional development opportunities to raise the quality of education to an even higher level.

## Setting details

<b>Unique reference number</b>	EY411486
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10276167
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	4 July 2017

## Information about this early years setting

The childminder registered in 2010 and lives in Leigh, Greater Manchester. She operates all year round, from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder operates with a co-childminder. She holds an appropriate early years qualification at level 6. The childminder offers funded early education for two-, three and four-year-old children.

## Information about this inspection

**Inspector**  
Kayte Farrell

## 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 setting.
- The childminder gave the inspector a tour of the setting and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and evaluated the impact on children's learning.
- Discussions were held with the childminder and children at appropriate time. Written feedback from parents was also considered.
- Leadership and management discussions were held with the childminder throughout the inspection. Documentation relating to the suitability of people living and working on the premises was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.

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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