

# Childminder report

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Inspection date: 15 June 2023

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|------------------------------|-------------|
| <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 happy in the care of the warm, friendly childminder. They thoroughly enjoy the time they spend with her. Children have formed positive relationships with the childminder and show that they feel safe and secure in her care. Children enjoy exploring the natural world. The childminder is strongly aware of their preference for outside play and incorporates this well into her planning of each day. For example, children delight when they find toy worms and show dexterity as they use tweezers to carefully pick them up. Children play for extensive periods in the sand and water as they transport sand in diggers and trucks. They show great pride in sharing their achievement of burying the animals and searching for more with magnifying glasses. They are eager to learn and show a great interest in new experiences.

The childminder has high expectations for all children. Children follow adult instruction and routines well. The childminder speaks to the children with respect and is a good role model. For example, children happily tidy up their toys before starting another activity and say please and thank you. Children behave very well. The childminder gives children clear instructions. This helps children understand the behavioural expectations.

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

- The childminder has a secure understanding of how children learn. She knows what skills are important for children to develop and uses this knowledge to plan an appropriate curriculum. Older children, for example, learn about turn taking and sharing. Younger children learn to develop their speech for communication. These skills support children to move on to the next stage in their education.
- Children show high levels of independence. The childminder gives them small tasks. For example, children skilfully use a knife to cut a banana and put their own shoes on. She teaches children to start to care for themselves and to understand how to keep themselves healthy. For example, children are learning to wash their hands independently and talk about washing away the germs.
- The childminder knows the children well and plans a range of exciting opportunities. Children demonstrate motivation to learn. Younger children enjoy using spoons, magnifying glasses and guttering tubes to fill and empty with sand. They excitedly explore different toy minibests and are encouraged to count as they fill diggers and hide toy spiders. The childminder offers children lots of praise and encouragement. This supports their self-esteem well.
- Children benefit from a language-rich environment, which helps to support their communication and language skills. The childminder talks to children as they play and uses good opportunities to introduce new language to them. Where children need additional support with communicating their wants, needs and

wishes, the childminder tailors her teaching well. For example, she uses good eye contact and smiles, encouraging children to communicate. Where children find it difficult to express their needs, the childminder uses visual prompts to support their communication. Children's developing communication and language skills are promoted well.

- Parents strongly recommend the childminder. They comment that their children are very happy in her care and eager to attend her setting. They typically comment that the childminder goes 'above and beyond' their expectations. Parents appreciate the detailed information the childminder shares with them about their children's daily activities and ongoing progress. These partnerships help to provide children with a consistency of care.
- The childminder provides children with good opportunities for them to become aware of what makes them unique. Children celebrate differences between people and cultures and understand differences within the local community. They visit playgroups where they learn to interact with a range of people. Outings to the park and beach with other childminders are used to develop their social skills and create friendships outside of the setting. This helps children to develop positive social skills and to respect others.
- The childminder takes a professional approach to building on her knowledge and skills. She completes mandatory training, such as first aid and safeguarding, to ensure that her knowledge is current and up to date. However, the childminder has not yet identified further training and professional development opportunities to extend the quality of education even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of safeguarding issues. She attends regular training to keep her safeguarding knowledge updated. The childminder is able to recognise the signs that could indicate a child is at risk of harm. She knows the reporting procedures if she were to have concerns about a child. The childminder understands the procedures to follow in the event of an allegation being made against herself or a household member. She has an effective fire evacuation procedure in place. The childminder is paediatric first-aid trained and understands how to respond to accidents and injuries.

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

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

- focus professional development on extending the quality of education to the highest level.

## Setting details

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| <b>Unique reference number</b>                     | 322797  |
| <b>Local authority</b>                             | Wigan   |
| <b>Inspection number</b>                           | 10285966  |
| <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> | 2 to 2  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 6   |
| <b>Date of previous inspection</b>                 | 26 October 2017   |

## Information about this early years setting

The childminder registered in 1991 and lives in Atherton, which is in the borough of Wigan, Greater Manchester. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

## Information about this inspection

**Inspector**  
Suzy Marsh

### Inspection activities

- This was the first routine inspection the childminder received since the COVID19 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.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector looked at relevant documentation.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.

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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