

Childminder report

Inspection date: 4 July 2023

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

What is it like to attend this early years setting?

The provision is good

Children build trusting and close relationships with the childminder. They receive an abundance of comfort from hugs, which helps them to settle well. This helps them to feel safe in the homely and well-organised environment. Children have high levels of self-esteem. They develop exceptionally positive attitudes to learning and make good progress.

Children secure new learning through the childminder's thoughtful interactions with them. The childminder adds new knowledge and vocabulary into discussions. She often relishes opportunities to enthuse children during spontaneous moments within play. This keeps children highly motivated and curious to listen and learn more. They giggle together as they discuss ideas, such as what it would be like to have a cow in their kitchen, which they recall from stories. Children confidently express themselves, showing they feel emotionally secure and engaged.

The childminder successfully creates a culture of kindness and cooperation. She skilfully talks to children to help them recognise the impact of their actions on others in an age-appropriate way. Children follow, with great ease, the rules that are in place. Consequently, their behaviour, with very minimal prompting from the childminder, is superb. They are polite towards one another. As there is a wide age range of children that attend, the childminder ensures that older children agree to follow a behaviour code of conduct. They agree to ensure that their actions and behaviours are appropriate and supportive of younger children. Consequently, older children are positive role models for the younger children.

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

- Children show high levels of confidence in a range of social situations. Children invite the inspector to play along with them in their 'house'. They confidently offer each other prompts to continue to express themselves in their imaginary world. Furthermore, children learn how to behave appropriately when meeting new people within the community. For example, they regularly visit a local farm that is run by adults with special educational needs and/or disabilities. This helps children to develop a deep awareness and genuine respect and understanding around the needs of others.
- Children show they are motivated to learn. They eagerly huddle around the childminder as they investigate a woodlouse. The childminder uses this moment to introduce new vocabulary to the children to describe it. She skilfully tests out and extends children's knowledge of minibeasts. Furthermore, she takes this opportunity to reinforce to children how to behave around insects. Consequently, children learn respect and kindness for living things.
- Children are given responsibilities to have a go at carrying out important tasks

within the daily routine. They take their roles very seriously when working together to prepare their snack. Younger children listen carefully to instructions and show determination as they carefully slice the banana and spread butter on fruit toast. They are incredibly aware of how they can work together cooperatively to successfully complete a task.

- The childminder completes training to ensure that she maintains good quality teaching. For example, she has recently accessed training on caring for babies as she has recently enrolled younger babies. She carefully selects training that helps to develop her knowledge on supporting children's specific needs.
- Many of the children who attend also access an additional larger group provision. The childminder works with children's other settings to maintain consistency of learning and continuity of care. For example, knowing that children will be visiting a local farm with their other setting, the childminder sets up activities using small-world farm animals, books and resources. This provides opportunities for children to consolidate and recall their experiences.
- Children listen to stories and information, which are offered for new learning, exceptionally well. The childminder is very conscious to ensure that children hear the correct terminology of new words. She has high ambitions to help children to develop a love of literacy, in preparation for early reading at school. However, at times, the childminder does not sequence her curriculum for teaching children about letters and the sounds they represent. This, occasionally, causes confusion for children around the variable sounds that letters make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is alert to various issues that can impact on the welfare of all ages of children. She is knowledgeable about supporting older children as they develop their independence and confidence of road safety. She has a strict no mobile phone policy in place in her home. However, she teaches children about being safe when using electronic devices and the internet. The childminder is vigilant in monitoring subtle changes in children's behaviour that could be a cause for concern. She understands the local procedures to report concerns. She has her own appropriate procedures in place if an allegation was made about a family member. The childminder attends local forum meetings to ensure that she is always aware of safeguarding issues within the community.

What does the setting need to do to improve?

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

- refine the sequencing of the curriculum for literacy to minimise potential confusion around letters and the sounds they represent to help children be better prepared for early reading.

Setting details

Unique reference number	EY277769
Local authority	Wigan
Inspection number	10288986
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 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	8 November 2017

Information about this early years setting

The childminder registered in 2004. She operates all year round, from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Dee White

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 explained to the inspector how she organises her environment, learning opportunities and curriculum.
- The inspector evaluated activities with the childminder and discussed the quality of education and learning opportunities that she provides.
- Parents' views were taken account of by the inspector.
- The inspector observed the childminder interacting with children as they were playing and tracked their experiences and learning.
- The inspector reviewed documentation, including paediatric first-aid certificates, insurance certificates and children's attendance records.

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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