

Childminder report

Inspection date: 28 August 2024

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| 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 | Good |
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What is it like to attend this early years setting?

The provision is good

The childminder has developed a clearly sequenced and ambitious curriculum. All children make good progress from their starting points. Children are engaged and motivated to learn during their time with the kind, caring and well-qualified childminder. The childminder successfully creates an environment which she describes as 'welcoming, happy and secure'. Children separate confidently from their parents on arrival and quickly settle into their familiar routines. They select from a range of toys and books, kindly sharing resources with their friends without being reminded. Children understand the childminder's clear expectations of their behaviour. All children behave well.

The childminder places early reading and developing a love of books at the heart of the curriculum. Books are placed around the room and in the cosy teepee, to encourage children to pick up a book to read. Children snuggle up with their friends and listen to a story engagingly told by their friend. They giggle and join in with the familiar words. Children choose a book of rhymes and sit on the childminder's knee. They laugh as they press the button in the book to make the rhyme play and sing along with the songs. These opportunities help to develop children's early literacy skills and a love of books.

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

- The childminder wants children 'to be ready for their next learning adventure'. She prioritises the development of children's social skills. Children play cooperatively and speak politely to adults and to each other. They are able to make their needs known. For example, they request that the childminder gets out a hairdressing set, and wait patiently while it is lifted down. This demonstrates children's developing confidence.
- Overall, the childminder supports children to develop their communication and language well. She encourages children to use new and interesting words as they play. For example, at snack time, she introduces the word 'segment' as the children break apart a tangerine. The childminder asks children questions to enhance their play. However, sometimes, the questions do not encourage children to practise their speaking skills and respond in greater detail. On these occasions, children's communication and language skills are not fully extended.
- Early mathematics skills and an understanding of counting and number are developed well. Children listen, enthralled, to the story of 'The Very Hungry Caterpillar'. They count the number of fruits in the story and carefully post the correct number of fruits into a model caterpillar's mouth. Younger children listen intently to the counting and join in when older children make a chomping sound as the caterpillar eats the fruit. The childminder makes children's learning fun in order to encourage their participation and sustain their attention.

- Children develop their personal care skills and independence well. For instance, they thoroughly wash their hands before sitting down to the table for snack time. Children enjoy using a water dispenser to pour out their own water. They concentrate as they peel a tangerine, continuing to try hard even though it is difficult. Children look up proudly at the childminder, who is full of praise for their efforts. This effectively supports children's emotional well-being.
- The childminder is kind and nurturing. Children thrive in this positive environment. They are considerate, polite and helpful. For example, children help to tidy up and to set up the table at snack time. They enjoy taking on responsible jobs and are keen to explain how they help to take care of the childminder's budgie, giving it food and water. Opportunities to extend their independence help to prepare children for their next steps, such as starting school or nursery.
- Parents report that they work in a strong partnership with the childminder. They say that their children look forward to their time with the childminder and have flourished in her care. Parents appreciate the discussions at the start or end of the day about their child's progress. They enjoy looking at the frequently shared photos and reading information about the activities and learning. This enables them to continue their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build on the already good teaching of communication and language skills by making more consistent use of thought-provoking questions.

Setting details

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| Unique reference number | EY277893 |
| Local authority | Wigan |
| Inspection number | 10350841 |
| 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 3 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 5 September 2018 |

Information about this early years setting

The childminder registered in 2004 and lives in Hindley Green, Wigan. She operates all year round, from 7.30am to 5.30pm Monday to Wednesday and from 7.30am to 12.30pm Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Sarah Gower-Jones

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of 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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