

Childminder report

Inspection date: 16 August 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder builds effective relationships with children. She knows their likes and dislikes and has a good understanding of their stages of learning. She is kind and affectionate towards children providing them with cuddles and comfort. This helps children to be reassured by the emotional support provided. The childminder helps children to learn respect for the things they play with and each other. For example, the childminder encourages children to use their manners when they would like something and to take care of the toys. The childminder promotes children's independence. For example, they wash their own hands before lunch and pour their own drinks. This helps children to develop their confidence in doing things for themselves.

The childminder assesses what children are able to do and uses this information effectively to extend children's levels of knowledge and understanding. This helps children to develop their levels of concentration and engagement as part of the broad range of activities offered as they are interested in learning. The childminder uses a good range of language with children talking to them as they play. For example, the childminder talks to children about squeezing and stretching. This supports children to hear a wealth of language and to use words to explain their ideas.

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

- The childminder has a well-planned curriculum which helps to develop children's physical skills. Children take risks and develop their large physical skills as they navigate climbing equipment. This supports children to develop control of their bodies and have confidence in testing out their ideas and adapting their movements.
- Children are developing their understanding of the world around them. The childminder talks with children about things that they see in the environment such as helicopters, aeroplanes and animals. This helps children to make comments and ask questions about the places in which they live.
- The childminder provides children with a wealth of experiences to develop their early writing skills. Children play with dough, using control to manipulate it into different shapes and they develop their finger strength as they squeeze pegs. This helps to strengthen children's hand muscles and develop the skills they need for their next stage of learning.
- The childminder incorporates opportunities for children to develop their mathematical awareness into daily activities. Children count routinely as part of their play and they talk about size. This helps children to use mathematical language with an understanding of the concepts of number and size.
- The childminder supports children's personal, social and emotional development.

She reads books with children to help them understand about emotions and has resources to help them calm down. She also uses pictures to help children to understand what is going to happen next. This helps children have a general awareness of how they feel and helps them to understand the routine of the day. However, the childminder does not consistently use the strategies for children to learn about how they are feeling during times of upset. This means that some children do not have control of their emotions.

- The childminder consistently strengthens her knowledge of how children learn and develop. She holds a level 5 qualification in early years and attends training opportunities to develop her skills further. This helps her to support children to make good progress in their learning and development.
- The childminder has built effective relationships with parents. The childminder works closely with parents keeping them fully informed about their children's care and education. She provides parents with information about how they can continue learning at home. This helps children to receive a consistent approach to meeting their needs.
- The childminder encourages children to be creative and use their imagination. Children pretend to make different types of foods in the pretend kitchen and use these ideas when playing with dough as they talk about making pizza. This allows children the opportunity to explore their ideas and interests.

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:

- strengthen the curriculum for personal, social and emotional development, to help children to fully understand their emotions and how to respond to how they are feeling.

Setting details

Unique reference number	2670585
Local authority	Wigan
Inspection number	10350624
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Wigan. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. The childminder provides funded early education for children aged two years.

Information about this inspection

Inspector

Joanne Ryan

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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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