

Childminder report

Inspection date:

3 May 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

The childminder warmly welcomes the children as she collects them from school. Excitedly, children share stories of their day with the childminder, and she praises their achievements. The children transition safely from the school to the childminder's, walking in pairs holding hands and showing they are familiar with the routine. The childminder helps children to learn how to keep themselves safe. For example, she teaches them road safety rules and how to cross the road safely. The childminder provides the children with an ambitious curriculum that meets their individual stages of development. For example, the younger children practise writing while the older children play a spelling game. This supports all children to develop well.

The childminder's setting is full of fun and laughter as the children play happily together in a game of 'What is in the shopping bag?' They take turns and the older children are nurturing towards the younger children. In the game, they offer advice of where the picture goes on their card. This builds strong relationships and teaches children to respect each other. The childminder has high expectations of children's behaviour, which is impeccable. The children are polite to the childminder and each other and have exceptional manners.

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

- When they arrive at the setting, the children take off their own coats and shoes and put them in the boxes. They then go and wash their hands ready for snack time. Children actively participate in mealtimes by making and deciding what to put in their sandwiches, cutting them up, and through discussions about the foods that are good for them. This contributes to their independence and understanding of a healthy lifestyle.
- Children have good access to fresh air and physical activity. In the school grounds, they use a large climbing apparatus for balance. In the school holidays, they go swimming, play crazy golf and take long walks. This contributes to their good health and gross motor skills.
- The childminder is kind and caring and she responds well to the individual needs of each child. The childminder gives extra time for settling into the setting and considers how to support the youngest children to feel secure. This gives children a sense of belonging and positively promotes their well-being.
- The childminder strives to maintain a high-quality setting, which supports both children and families. She completes constant training and has even provided her setting for other childminders to use for training courses. She reflects on her practice regularly to raise her teaching to a higher level and improve the service she provides.

- The childminder completes daily risk assessments inside and outside checking for hazards. This demonstrates safe and efficient management of the provision, which helps to protect children. The childminder uses risk assessments effectively to ensure that her home is a safe environment and that children are well cared for.
- The children have high levels of self-esteem and are extremely confident communicators. They are keen to inform the inspector that the childminder is 'the best'. For example, some children say they like the childminder because she is very funny, makes them laugh and feel safe.
- The childminder has built an effective and beneficial working relationship with the school. The headteacher said that the childminder has acted as a welfare assistant and has always shown herself to be very supportive of the school, and all the children in her care. They use these professional partnerships to ensure continuity of care for all children who attend both provisions.
- Partnership working with parents is extremely strong. The childminder gives parents ideas to support children's learning at home. She provides information to support families at home with worksheets on letters and writing. Parents speak very highly of the childminder's provision and parent comments include, 'she goes above and beyond for all the children she looks after, also us as the parents.' Others say, 'She has been a constant positive role model for my child. She has often been a reassuring presence and somebody trustworthy to talk to when he has been worried about something'.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	322613
Local authority	Wigan
Inspection number	10335099
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	4 to 10
Total number of places	6
Number of children on roll	23
Date of previous inspection	5 June 2018

Information about this early years setting

The childminder registered in 1994 and lives in Astley, Wigan. She operates all year round from 7.15am to 6.30pm, except for bank holidays and family holidays.

Information about this inspection

Inspector
Nicky Martin

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the childminder's.
- The inspector carried out joint observations of group activities with the childminder.

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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