

Childminder report

Inspection date: 25 November 2024

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 created a home-from-home environment where children feel happy and safe. Children arrive with smiles on their faces, and they greet their friends with hugs. The childminder and her assistants know children exceptionally well. Overall, they plan a curriculum that builds on what children already know and can do. Children thoroughly enjoy an array of play experiences. For example, children cannot contain their excitement to explore the local woodland and park. They recall a visit to a soft-play centre and show fascination while learning about people in their local community. Children talk about police and fire officers and how they help to keep people safe. The childminder organises events where fire officers visit the children and show them around a fire engine. Children relish these real-life experiences and show positive attitudes towards their learning.

The childminder and her assistants have high expectations for children's behaviour. They support children to manage their own feelings and emotions. Children meditate and enjoy taking part in reflection time to help them to self-regulate their own feelings. They behave well and show kindness towards others. The childminder teaches children exceptionally well about the world. Children help to fundraise for charities. They gain a growing awareness of people who are less fortunate. Children develop good levels of independence. They tend to their own physical needs and help to tidy toys away. Children develop the necessary skills in readiness for their eventual move on to school.

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

- The highly experienced and dedicated childminder is relentless in her pursuit to removing barriers to learning. She wants children to succeed and flourish. Through highly effective self-evaluation, the childminder brings about change that has a positive impact on outcomes for children. For example, she has redeveloped play areas to further promote children's large-muscle skills. Children relish playing outdoors and are keen to take on challenges. They engage in assault courses and show excellent coordination skills while playing football.
- In the main, the childminder has designed a broad and balanced curriculum. She has identified the knowledge that children should learn and the order that this should happen. However, on occasion, the childminder does not pitch activities for younger children at the right level. This means that some younger children lose interest in their learning.
- The childminder and her assistants prioritise early reading. They read to children with animation and use different vocals to keep them focused. Children snuggle up to one another while looking at books. They recall a visit to the library and talk about reading at home with their families.
- The childminder and her assistants support children's emotional well-being

incredibly well. They spend time getting to know children and their families during the settling-in period. Children settle in quickly and have a strong sense of belonging. They are caring towards others and show good behaviour.

- The childminder has effective supervision and appraisal systems in place. She shares best practice with other childminders and attends local authority meetings. However, the programme of professional development for the childminder and her assistants focuses on mandatory training only. This limits their understanding of how to develop their practice further.
- The childminder and her assistants encourage children to be creative. Children's laughter fills the air while they learn dance moves. They are eager to share their artwork and become fascinated while enacting the roles of superheroes. Children help to design their own 'Christmas sensory shakers'. They beamed with pride as they proudly showcased their creations to the inspector.
- Partnership working is strong. Links with the community, schools and external professionals are rooted in trust and respect. Parents and carers receive regular updates about their children's time at the setting. Parents commend the childminder and her assistants for their loving and caring nature.
- Care practices are good. The childminder and her assistants teach children about healthy living. They talk to them about healthy foods and why they need to keep hydrated. Children have access to the outdoors and have lots of opportunities to be physically active. Children relish trips to the local dentist to learn about oral health. They talk about the importance of brushing their teeth and why too many sugary foods can be bad for them.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- refine the implementation of the curriculum to better support younger children's engagement in their learning
- strengthen the programme of professional development to help to improve the quality of practice.

Setting details

Unique reference number	322684
Local authority	Wigan
Inspection number	10359813
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	7
Date of previous inspection	6 December 2018

Information about this early years setting

The childminder registered in 1994. She lives in Tyldesley, Greater Manchester. The childminder operates Monday to Thursday from 7.30am to 5.30pm all year round, with the exception of family holidays and two weeks at Christmas. The childminder holds an early years qualification at level 3 and she works with an assistant.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector and childminder carried out a joint observation.
- The inspector took account of parent's views from their written feedback.
- The inspector held discussions with the childminder and her assistant. He looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- Children spoke with the inspector during the inspection.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.

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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