

Childminder report

Inspection date: 16 January 2025

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. Children feel safe and are happy in the care of the loving childminder. Children's singing fills the air and they giggle with delight while dancing. The childminder embraces children's creativity and supports their imaginative skills well. For example, children enjoy enacting the roles of princesses while playing alongside the childminder. The childminder skilfully teaches children that it is okay to be different. Children care for dolls and compare the differences in hair, eye and skin colour. They gain a good awareness of what life is like in modern Britain.

Overall, the childminder plans a curriculum that builds on what children already know and can do. She provides children with real-life experiences. For example, children are mesmerised while going on a train. They enjoy going to the farm and like to visit the local pet shop. The childminder provides children with clear expectations for their behaviour. Children know what is expected of them and they behave well. The childminder supports children to become independent from a young age. She encourages them to take care of their personal needs. Children wash their hands before eating and help to tidy toys away. They 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 childminder has effective arrangements for self-evaluation. She continually reflects on how she can improve outcomes for children. For example, she identified that children's progress in mathematics declined. She used research and training to redevelop play environments, so that children have more resources to support their number and counting skills. Children count with confidence and make good progress in mathematics.
- In the main, the childminder provides a rich and varied curriculum for children. However, at times, she lacks confidence in helping children to move on in their learning. This means that some activities last too long and children's interest starts to decline. This does not support children in making as much progress that they are capable of.
- The childminder supports the development of children's large-muscle skills effectively. She provides opportunities for children to practise climbing and balancing on apparatus outdoors. Children show good levels of physical dexterity while taking part in an assault course. They play ring games and are keen to take on new physical challenges.
- Partnership working is strong. Links with the local authority and external professionals are securely in place. Parents and carers receive regular updates about their children's time at the setting. They commended the childminder on her caring nature.

- Overall, the childminder supports children's communication and language skills effectively. However, she does not always allow children enough time to think and respond to questions. This means that children's communication and language skills are not promoted as well as they could be.
- The childminder teaches children how to manage their own feelings. Children talk about their emotions and what makes them happy. They develop a good awareness of friendships. Children are kind towards others and they show excellent behaviour.
- The childminder recognises the importance of continuous professional development. She keeps up to date with changes in legislation and policy. The childminder shares best practice with other childminders and attends local authority meetings. Training has a positive impact on the childminder's practice. For example, training in safe sleep has equipped the childminder with a greater understanding of how sleep helps to support children's holistic development.
- Children gain a good understanding of healthy living. The childminder provides children with healthy and wholesome foods. She teaches them about the significance of eating a balanced diet. Children keep well hydrated and talk about the importance of good oral health. They recall visiting the dentist and discuss the importance of brushing their teeth.
- The childminder fosters children's love of reading. Children relish visits to the local library. They select books to read with the childminder and take them home to share with their families. Children beam with delight and gasp in anticipation as the childminder reads to them. They excitedly enact their favourite characters from stories.

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:

- refine the implementation of the curriculum to better support children in making the progress that they are capable of
- provide children with more time to think and respond to questions, to better support their communication and language skills.

Setting details

Unique reference number	EY260885
Local authority	Wigan
Inspection number	10368282
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	14 March 2019

Information about this early years setting

The childminder registered in 2003. She lives in Wigan, Greater Manchester. The childminder operates Monday to Friday from 8am to 5pm all year round, with the exception of family holidays. The childminder holds an appropriate qualification at level 3 and provides government funded childcare places.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures 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 the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- 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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