

Childminder report

Inspection date: 23 August 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 knows the children in her care extremely well. She has an effective key-person system. The childminder builds strong bonds with children. This helps them to feel safe and secure. The childminder understands the individual needs of children in her care. For example, when children are feeling tired, she offers them a cuddle. This helps to support children's overall well-being. Children show they are happy and settled. For example, they excitedly ask the childminder to join in with a shopping game. Children show good turn-taking skills and play cooperatively together.

The childminder offers a wealth of praise and encouragement as children attempt new tasks. This boosts children's self-confidence. Children show good levels of resilience as they keep on trying when they encounter a difficulty. For example, when children struggle to balance their model on the table, the childminder supports them to find ways to solve the problem. Children persevere and remove some of the bricks so it is 'not heavy'. They take pride in their achievements. Children are developing a 'can-do' attitude towards their learning.

The childminder has created a curriculum that supports children to become confident and independent learners. She sets high expectations for all children. Children benefit from the opportunities provided to develop their independence. For example, older children practise putting their shoes on and spread their own butter on their bread for lunchtime. Younger children wash their own hands and have a go at peeling the skin off their orange at snack time. Children make good progress and are developing a range of important skills that they will need for the future.

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

- The childminder provides an ambitious curriculum. She plans exciting play opportunities to support children's next steps in learning. However, the childminder does not always take into consideration the time that young children can sustain their attention on a task. She sometimes attempts to implement too much. This means that, on occasion, younger children lose interest in their learning. During these times, their learning is not fully enhanced.
- The childminder promotes children's communication and language development well. She supports their language skills by building on what children know and can do. For example, the childminder understands younger children in her care can make babbling sounds. Therefore, she introduces simple words for children to listen to and repeat. In addition, she engages older children in meaningful conversations to extend their thinking. As a result, children broaden their vocabulary and develop the skill to think critically beyond what they know.
- The childminder promotes the importance of healthy living and good oral health

effectively. Children are offered a variety of healthy choices at lunchtime, such as fruit and vegetables. During mealtimes, the childminder talks with the children about healthy eating and how food can give them energy. Additionally, she provides children with opportunities to brush their teeth. Children are beginning to understand the importance of their own good health.

- The childminder is a positive role model for children. She supports them to develop good friendships. During activities, older children share out their resources equally with the younger children. They check to make sure they have enough tools each for the play dough activity. Children are developing kind and respectful attitudes towards each other.
- The childminder has good relationships with parents. She provides parents with regular feedback on their child's development through discussions and photos. In addition, she shares ideas and advice with parents to support children's learning at home. Consequently, parents feel well informed about their child's care, learning and development.
- The childminder is reflective of her own practice. She attends mandatory training, such as safeguarding, and targets further training opportunities to extend her knowledge. In addition, she meets up regularly with other childminders to share ideas and good practice. This information helps the childminder to plan and extend the experiences that children receive.
- The childminder is passionate about supporting children with special educational needs and/or disabilities (SEND). She works closely with other professionals, such as the local inclusion team and speech and language therapists, to implement targets to support children's development. This ensures that the needs of children with SEND are met effectively.

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 planning of activities to consistently meet the needs of younger children's learning and engagement.

Setting details

Unique reference number	EY471415
Local authority	Wigan
Inspection number	10350988
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 September 2018

Information about this early years setting

The childminder registered in 2014 and lives in Abram, in the borough of Wigan, Greater Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Danielle Kelly

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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