

Childminder report

Inspection date: 2 September 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children feel happy and secure in this calm, nurturing environment. They settle quickly and form positive attachments with the childminder. Children wake up from a sleep with a smile as the childminder showers them with loving cuddles and reassuring words. The childminder is respectful and responsive to children's personal needs. She asks permission before changing children's nappies and talks to them about what fruit they might like at snack time. Children feel safe and valued.

Children enjoy many social experiences throughout the day. They engage in activities lead by the childminder that involve taking turns and role play. Children wait until the childminder is ready before rolling the wheeled vehicle to her and watch in anticipation as she rolls it back. Children pick up the telephone and put it to the childminder's ear. They copy the childminder as she speaks into the telephone. Children's social and communication skills are developing well.

Children benefit from playing with a wide range of age-appropriate toys. They have independent access to resources that spark their interests and develop their curiosity. For example, children gasp in amazement as they shake and scrunch pieces of paper. They giggle as they compare the different sounds that they can make by banging wooden blocks onto different surfaces. Children make good progress as they develop their understanding of the world.

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

- Since the last inspection, the childminder has developed her understanding of how to support children's language development. The childminder now ensures that she exposes children to a wide range of vocabulary by modelling language and teaching children new words. She reads many books to the children, pointing at the pictures and describing what is happening in the story. The childminder talks to the children about the things they see. When children point to a bonsai tree, she names it and describes the colours and texture.
- Children benefit from hearing mathematical language modelled by the childminder as they play. The childminder counts as the children pass objects to her and asks the children to give her 'one more'. She describes the different-sized cars that they are playing with and shows the children which one is 'the biggest'. Children are developing their understanding of early mathematical concepts that will support them in the next stage of their learning.
- The childminder recognises the importance of promoting children's physical development. She provides children with many opportunities to strengthen their small and large muscles as they play. Children who are learning to walk are encouraged to stand and are supported to use things around them to practise

walking. Children use their fingers to turn the dial on the toy phone and carefully use their hands to build a tower of blocks. These experiences support children to develop their physical skills.

- The childminder teaches children about the importance of eating a varied diet. She talks about the benefits of eating fruit and not eating too many sugary snacks. The childminder explains to children that our bodies need the vitamins that are in fruit and vegetables. This supports children's understanding of how to make healthy lifestyle choices.
- Communication with parents is effective. Since the last inspection, the childminder has spent time supporting parents to understand the ways in which children learn. She has particularly focused on how children learn to speak English as an additional language. The childminder has developed the ways that she communicates with parents about their children's progress and next steps. Parents describe the childminder as 'warm and friendly' and say that their children are progressing well in all areas of their development.
- The childminder is reflective and regularly reviews her practice. She attends training and accesses support from other childminders and the local authority. Since the last inspection, the childminder has dedicated time to developing her knowledge of the early years requirements. This helps the childminder to raise the quality of her teaching over time.
- The childminder observes children to find out what they know and can do. She uses the knowledge gained from this to plan activities that engage children and support their progress. However, the childminder does not always fully understand the sequence of how and what children learn at each stage of their development. She is not always clear about what order to teach the small steps that build towards the bigger milestones in a child's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children and risk assesses effectively to ensure that her home is safe and suitable. She checks that toys are safe and removes any small parts that could pose a risk. The childminder ensures that she completes relevant training and updates her knowledge of safeguarding regularly. She recognises the signs of abuse and knows how to respond to any concerns she may have about children in her care.

What does the setting need to do to improve?

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

- focus training on understanding how and what children learn at each stage of their development so that teaching consistently targets children's specific next steps.

Setting details

Unique reference number	2524936
Local authority	Wigan
Inspection number	10239829
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	12 April 2022

Information about this early years setting

The childminder registered in 2019 and lives in Lowton, Warrington. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Liz Dayton

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022