

Childminder report

Inspection date:

16 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are cared for in a warm and welcoming environment. They settle in quickly and independently access the resources they need for their play. Children show that they feel safe and settled in the childminder's care. The childminder is a good role model. She sensitively encourages children to share and take turns. Older children are kind and patient with younger ones, encouraging them to join in their play. Children respond positively to the childminder and each other and, as a result, they are starting to develop good social skills.

The childminder has a clear vision for what she wants children to learn and has high expectations of what they can achieve. Her curriculum has a clear focus on helping children to develop their communication, social skills and independence. The childminder models good vocabulary. She has developed an area where children can sit quietly and look at books. Children climb onto her lap to listen to a story. This helps children to develop a love of reading and to become confident communicators. They handle books with care and know how to store them away after use, so they do not get damaged. Children know what is expected of them and behave well.

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

- The childminder has addressed all weaknesses identified at the last inspection. She has become very reflective in her practice. For example, she considers when an activity could have been even more successful in promoting children's learning. The childminder has high expectations for all children and provides a range of activities that ignite their interests. Children demonstrate that they are motivated and enthusiastic to learn.
- The childminder helps children to manage their behaviour well. Children listen, respond to instructions and are respectful and polite. Children are proud of the praise and attention they receive from the childminder for their efforts and their behaviour. The childminder gives them clear guidance and reminds them of boundaries, so that they know what is expected of them.
- The childminder shares stories with children. Children quickly join in and delight in pointing and turning the pages. The childminder introduces a variety of new words, such as 'whoosh', and 'pointy'. When the story ends, the childminder asks children what they can remember. This helps them to consolidate their learning. Children enjoy books and stories and have easy access to self-select at their own height.
- The childminder supports children's mathematical understanding effectively. She supports children's number recognition and counting skills well. For example, children match small fish to the number on a card and count 'one more'. Younger children repeat numbers they hear and count on the way to school.

However, occasionally the childminder does not give children enough time to think and answer for themselves before she moves on to another question or answers on their behalf. This hinders the development of children's thinking and processing skills.

- Children are independent and learn to keep themselves healthy. Older children learn to attend to their personal care needs in preparation for their move to school. For example, they capably use the toilet, wash their hands and zip up their own jacket. Children eat healthy, home-cooked meals. The childminder talks to children about the importance of a healthy lifestyle, including rest and exercise. This helps children to begin to develop healthy habits.
- Children enjoy active play. They attend weekly playgroup sessions. They go on outings to farms, parks, local woodlands and museums. The childminder regularly meets with other childminders at the park or each other's homes. This gives children an opportunity to socialise with others and build their confidence in new situations.
- Parents comment that they are very happy with the care provided in this 'home-from-home' setting. They receive daily feedback about what their children have been doing and the new skills they have learned, including new words younger children say. The childminder talks to parents about how they can support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge of the signs and symptoms of abuse. She knows how to correctly refer any concerns about a child's welfare or an allegation against herself or member of the household. The childminder helps children to keep themselves safe in meaningful ways, such as teaching them to cross the road safely when walking to school. The childminder supervises children closely in her home to ensure that they are safe and within sight and hearing at all times. She provides a safe environment for children and minimises risks effectively in her home.

What does the setting need to do to improve?

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

- provide children with more time to think about and respond to the questions they are asked.

Setting details

Unique reference number	2574466
Local authority	Wigan
Inspection number	10212900
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	2 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 October 2021

Information about this early years setting

The childminder registered in 2020 and lives in Winstanley, Wigan. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 2.

Information about this inspection

Inspector

Suzy Marsh

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector observed the childminder's interactions with the children and assessed the impact these have on children's learning.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training.
- Written feedback from parents was given to the inspector, who took account of their views.

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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