

Childminder report

Inspection date: 1 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The philosophy 'creating a home from home' is what makes this setting so welcoming. The childminder gives high priority to children's personal, social and emotional well-being. For example, children climb on her lap for a cuddle when they are upset or want a story. She provides plenty of love and cuddles, and the children have very strong bonds with her. Her nurturing and calm nature helps them feel safe and secure.

The childminder has high expectations for children's behaviour and is an excellent role model. She has clear rules and boundaries and helps children to understand the impact of their behaviour on others. Children listen carefully and follow the childminder's instructions. For example, she has behaviour strategies in the way of a calming box for children to help manage their emotions and support positive behaviour. This helps children to feel valued and emotionally secure.

Children benefit from a well-planned and ambitious curriculum. The childminder provides a range of learning experiences and opportunities for children to develop new skills. For example, children experiment mixing coloured paints and glitter with their fingers when making firework pictures. This supports children to develop small-muscle skills in preparation for early writing.

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

- The childminder has clear learning intentions for children in her care. She has developed a clear and well-sequenced curriculum to meet children's individual needs. The childminder plans effectively by using children's interests and fascinations. For example, children are fascinated by doors, so the childminder took them on an outing to look at different types of doors with different openings, such as doors that revolve. This helps children become highly engaged and focused in their learning.
- The children have access to an array of books, which the childminder reads to them daily in the den, to support their love of reading. She provides resources such as toy animals to support the story and bring it to life. The childminder models different words to support children's growing vocabulary, such as 'sparkle' and 'magic dust' when painting firework pictures. Opportunities such as these help children make good progress with their communication and language development.
- Care practices are good. The children wash their hands regularly. The childminder provides younger children with opportunities to feed themselves at snack time and talks to children about the importance of eating a healthy diet. However, on occasions, routines do not consistently enable children to participate, for example when preparing and choosing their own snack. As a

result, children do not learn to do things for themselves to develop their independence skills even further.

- The childminder takes the children out into the local community. They attend playgroups so that children can make new friends and develop their social skills. They visit local parks and the beach and go pumpkin picking. This helps children to develop their knowledge of the world around us.
- The childminder weaves mathematical concepts throughout children's play. Children make simple calculations, such as working out the total when one more is added. For example, children enjoy counting the different-coloured paints, saying 'one, two, three'. The childminder plans activities to help them learn about shapes. For example, children spend sustained periods making firework pictures, identifying different shapes in the paint. This helps to develop children's sense of number and shape.
- The childminder is passionate about her role. She obtains information on children's interests through observations and gathers the views of parents to help her continue to improve and enhance her provision. The childminder also reflects and evaluates her practice regularly and has clear plans for training. This is targeted on areas that support the children in her care. She attends regular training courses to raise the quality of her teaching.
- The childminder has good partnerships with parents. Parents speak highly of her kind and patient nature. The childminder provides daily photos and discussions to update parents on their children's progress. She provides parents with information on children's play to continue to extend their children's learning at home. This supports a consistent approach to children's learning and development.

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:

- encourage younger children to learn to do things for themselves in order to develop their independence skills even further.

Setting details

Unique reference number	2677367
Local authority	Wigan
Inspection number	10360095
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the Atherton area of Wigan. She operates all year round, from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Nicky Martin

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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