

Childminder report

Inspection date: 1 July 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children's play is happy and energetic. They show that they feel safe with the childminder. The childminder promotes children's independence really well. Children know that cutting their fruit at snack time is an important job. They demonstrate that they know how to use their knife safely. Toddlers have a determined try at the chopping, then accept the childminder's help. Pre-school children show that they have had regular practice. They proudly demonstrate that they can cut up a slice of watermelon. They know that they will soon be able to tackle the trickier pineapple. The well-established routine helps children to develop strength and dexterity in their hands and fingers. The childminder's encouraging manner helps to build children's confidence and self-esteem.

Parents and carers say that the childminder asks them about family events. This helps her to hold meaningful conversations with children. The childminder shares regular progress reports with parents. She tells them what children are currently working to achieve. In one example, toddlers are learning to take turns. The childminder shares ideas that help parents to promote this in a similar way at home. The consistent approach helps children to understand the behaviour that is expected of them. They learn to take turns in conversations and group games. This promotes children's social development and inclusion.

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

- The childminder worked hard to improve her provision, following the last inspection. She has engaged with and benefited from, support and training provided by the early years team in her local authority. For example, the childminder now plans her curriculum to include plenty of time for children's own ideas and exploration. This helps to demonstrate her good understanding of how children learn. All children make good progress.
- The childminder reads to children and they have ready access to books. Toddlers lift flaps on the pages and learn the names of the animals that are hiding behind them. This extends their vocabulary. Pre-school children remember the events in 'We're Going on a Bear Hunt'. The story stimulates their imagination and they have scary fun hiding in a pretend cave. Children join in with rhythmic refrains in the stories. This helps them to use language expressively.
- The childminder plans interesting adult-led activities. Children go with her on pretend bear hunts and remember the chain of events in the exciting story. However, the childminder identifies a high number of possible learning intentions for adult-led activities. This means that, sometimes, she does not focus really precisely on what she wants individual children to learn next.
- The childminder understands how to promote children's speech and language. She talks and sings with children as they play. The childminder notices when

children's pronunciation of a word is inaccurate. She says the word really clearly in her response. This helps children to hear and say the initial sounds of familiar words. Children begin to identify groups of words that begin with the same sound. This prepares them for early literacy.

- The childminder supports children who speak English as an additional language. She asks parents to teach her to say some words in children's home language. This helps her to communicate with children and to reassure them as they settle in. They make good progress in learning to speak English.
- Children learn to count and use numbers in their play. The childminder counts out loud as toddlers climb, step by step, up the ladder to the slide. The toddlers copy her and begin to count independently. The childminder teaches pre-school children to point at the items that they are counting. However, on occasion, the childminder moves children's attention onto numbers beyond 10, before really consolidating their capacity to think and reason mathematically.
- Children learn about the world. They know that they need money to buy things and that a bank card gives them purchasing power. Children often go on outings with the childminder. They make journeys on foot and on public transport. The outings help children to learn about the community that they live in.

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:

- be even more precise about what individual children will know or be able to do as a result of participating in adult-led activities
- sharpen the teaching of early mathematics, so that children apply numbers knowledgeably and creatively in their problem solving and play.

Setting details

Unique reference number	2689271
Local authority	Wigan
Inspection number	10310795
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 August 2023

Information about this early years setting

The childminder registered in 2022 and lives in Atherton. Her provision operates all year round, from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

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 setting.
- The childminder and the inspector held discussions about how the childminder plans her curriculum. They evaluated children's learning.
- The inspector observed interactions between the childminder and the children. She spoke with children.
- The inspector read written feedback from parents. She took account of their views.
- Documents used in the childminder's setting were sampled and evaluated by the inspector.

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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