

Childminder report

Inspection date: 15 February 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	Met
--	-----

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this warm and welcoming, home-from-home environment. They are happy and clearly feel safe in this setting. Children have very strong bonds with the childminder, who is patient, kind and nurturing in her approach. This supports children to develop confidence and strengthens their emotional well-being. Children settle quickly and know familiar routines that help them to feel comfortable and secure. This has been a focus following the COVID-19 pandemic. As a result, children are developing in confidence and show resilience.

Young children display a positive attitude to learning. They explore and investigate independently, selecting what they want to play with. Children are motivated to learn and respond well to the childminder's interactions. They eagerly play with transport toys, pushing cars and trains along a mat. Children mimic the noises made by the childminder and clap their hands together excitedly.

The childminder has high expectations of all children, particularly of their behaviour. She teaches children the rules of her setting to help them to understand right from wrong. For example, children follow instructions quickly when they are reminded not to climb on furniture. The childminder explains to children about the consequences, such as falling. This helps children to develop an awareness of how to keep themselves safe.

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

- The childminder offers children a range of opportunities that reflect their interests. The activities she provides concentrate on promoting children's social skills and language development. She continuously observes children as they play and assesses what they can do. However, she does not always use this information effectively, to precisely plan activities to fully accelerate children's progress.
- Children enjoy looking at a range of books. Young children snuggle together on the childminder's lap to listen to their favourite stories. They independently turn the pages and point to the pictures. The childminder reads with enthusiasm. She repeats new vocabulary and key words. This helps to ensure that children hear a wide variety of words to support their emerging language and communication skills.
- Activities such as 'what's in the bag?' support children to develop curiosity and a sense of awe and wonder. The childminder models how to choose an item and encourages children to explore using their senses. Children are fascinated by textured balls, shiny ribbons, soft toys and wooden spoons. They develop their concentration as they focus on the objects, passing them from one hand to the other.

- Children's physical development is supported well. The childminder ensures that babies have regular opportunities to play on their tummies to strengthen their core muscles. She encourages children to pull themselves up on furniture and provides walking aids to further advance their physical development. Children enjoy moving their bodies as the childminder sings their favourite songs. They bounce up and down in excitement and try to copy familiar actions.
- The childminder has strong partnerships with parents despite them not currently having access to her home because of the COVID-19 pandemic. The childminder supports parents' understanding of early childhood development and shares information to support their child's learning at home. For example, she has supported parents with establishing routines and guided them on the process of weaning. The childminder provides information about the activities children have enjoyed and how parents can further support learning at home.
- The childminder regularly reflects and evaluates her provision. She has identified the need to further develop her garden area. She recognises that some children prefer to learn outdoors and wishes to enhance children's understanding of the natural world around them further. For instance, she plans to create planting opportunities where she will encourage children to grow vegetables and flowers. Nevertheless, children have daily opportunities to benefit from fresh air and exercise. For example, they walk to school and places of interest and enjoy visits to the local park.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed understanding of child protection issues. She is fully aware of the possible signs that may indicate that a child is at risk of harm. The childminder completes mandatory training and carries out her own research to ensure that her knowledge remains up to date. The childminder has a deep awareness of the wider issues of safeguarding, such as cuckooing and the 'Prevent' duty. She understands how to report any concerns to the appropriate authorities, including the action to take should an allegation be made against her. The childminder continuously checks that her home is a safe and secure space for children to enjoy.

What does the setting need to do to improve?

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

- use observations and assessments more effectively to ensure that activities are precisely planned to help children to achieve the highest levels
- implement plans to further develop the garden area to enable children to benefit from even more stimulating outdoor learning experiences.

Setting details

Unique reference number	322673
Local authority	Wigan
Inspection number	10144078
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	0 to 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	9 January 2015

Information about this early years setting

The childminder registered in 1994 and lives in the Winstanley area of Wigan. She operates all year round from 7am to 5pm, Monday to Friday.

Information about this inspection

Inspector

Karen Cox

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 her evaluation of the setting.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- The childminder discussed the curriculum intent and how the provision is organised during a learning walk with the inspector.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of those living in the household, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching 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.

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