

# Childminder report

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Inspection date:

12 September 2019

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

The quality of teaching is outstanding. The childminder plans rich and stimulating activities indoors and uses the outdoors creatively to enhance and complement children's learning. She extends children's learning expertly across all areas of learning. The childminder takes into account children's individual interests, to enrich opportunities for learning. For example, in the garden, children delight as they pretend to be pirates. Children follow a treasure map and actively run around looking for clues. The childminder provides an excellent narrative, teaching the children a wide range of words, to describe their play and extend their growing vocabulary. For example, she introduces words such as 'compass' and 'telescope'. Consequently, children demonstrate their motivation and high self-esteem as they explore their surroundings with interest. Children use tools to dig for treasure in the sandpit. The childminder adapts her teaching to the different needs of the children. For example, she counts silver coins with younger children. Older children add three groups of shells together to find the total amount. This supports children's learning of early mathematical concepts. Children can relate how they are feeling to coloured pots of liquid. They explain that when they are happy, they feel yellow, when they are sad, they feel blue and when they are angry, they feel red. Children share their experiences of what makes them feel this way. This helps them to recognise and manage their feelings and emotions.

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

- The childminder knows the children extremely well and they thrive in her care. She provides a rich and well-thought-out curriculum. The children are excited and interested to try activities that build on what they already know and can do. For example, they enjoy playing games with dice and matching numbers and quantities correctly. The childminder checks that learning is embedded by observing how children use new skills gained when engaging in a range of different activities.
- The childminder is an excellent role model for children. She talks calmly to them and helps them to understand what is right and wrong and why. Children show their ability to manage their feelings and behaviours. The childminder encourages children to think about how their actions can make others feel. She uses various techniques, such as breathing techniques and yoga, to help children feel calm and relaxed.
- Children are highly motivated and keen to join in. The childminder places a strong emphasis on supporting children's language development. She reads stories regularly to children. They visit local libraries to borrow bilingual books. In addition, she learns various phrases in children's home language. This helps to support children who speak English as an additional language. The childminder also uses various language development support programmes and

questioning techniques to support children's thinking.

- Children develop a 'can-do' approach and show high levels of independence. For example, younger children keep trying to fasten buckles on their shoes and put on their coats before going outside. They are extremely proud of themselves when they are successful and are keen to show others. The childminder praises their efforts, supporting children's self-esteem and raising confidence in their own abilities. The childminder promotes a positive attitude to learning as she encourages children to keep trying and practising. If children say they can't do something she uses positive language as she tells them, 'You can't do it yet!'
- The experienced childminder is highly qualified. She has consistently built on her professional development. This has positively impacted on her practice and provision. Her interactions with children are of the highest standard. The childminder focuses her professional development on the needs of children. For example, she has attended numerous courses on speech and language development. The childminder recognises the impact a child's vocabulary and communication skills can have on children's all-round development.
- The childminder gets to know children and their families exceptionally well from the start. They attend settling-in trips together to the park and local play centres. She records what she learns about children's likes and dislikes and uses this information to enhance children's learning experiences. For example, she builds on children's interests in dogs and visits a home for dogs with them. She encourages children's conversational skills as they talk about their pets at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an exceptional knowledge of child protection policies and procedures, including wider safeguarding concerns. She attends safeguarding training annually to ensure her safeguarding knowledge remains up to date. The childminder directs parents to information about how to keep their children safe online. In addition, she talks to older children about online safety and discusses the importance of talking to an adult should they have any concerns or worries. The childminder conducts detailed risk assessments on all areas of the home used by children and when on outings. This helps to minimise risks and keep children safe.

## Setting details

|                                    |                                                     |
|------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>     | EY389092                                            |
| <b>Local authority</b>             | Wigan                                               |
| <b>Inspection number</b>           | 10109789                                            |
| <b>Type of provision</b>           | Childminder                                         |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>               | Childminder                                         |
| <b>Age range of children</b>       | 0 to 10                                             |
| <b>Total number of places</b>      | 6                                                   |
| <b>Number of children on roll</b>  | 3                                                   |
| <b>Date of previous inspection</b> | 7 May 2015                                          |

## Information about this early years setting

The childminder registered in 2009 and lives in Tyldesley, Manchester. She operates from 8am to 5pm, Tuesday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4.

## Information about this inspection

### Inspector

Paula Graves

### Inspection activities

- The inspector viewed the areas of the childminder's home used by the children inside and outside.
- The inspector held discussions with the childminder and the children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed written feedback from parents and considered their views.
- The inspector reviewed documents, including policies and procedures, qualifications and evidence of the suitability of those who live in the household.

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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