

Childminder report

Inspection date: 20 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy in the care of the kind and nurturing childminder. They consistently show that they feel secure. Children are safe in the well-organised learning environment. The childminder encourages children to participate in a range of activities that interest them. Children have positive attitudes to learning and show their confidence as they try new things. They behave well because they understand the high expectations that the childminder has of them. There are rules in place to help children learn right from wrong. Children are polite and consistently use good manners. They show respect for one another.

The childminder uses children's interests to engage them in their learning. Children who are interested in animals enjoy making 'snow caves' from sensory materials for animals to live in. They develop their coordination and the strength in their hands as they scoop up flour and roll dough into balls. The childminder provides opportunities for children to develop skills that help to prepare them for the next stage of their learning. She is aware that, as a result of the COVID-19 pandemic, some children need to extend their social skills further. To address this, the childminder ensures that children can play and socialise with other children at local playgroups. This helps them to become more confident in social situations.

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

- The childminder wants every child to succeed and be ready for their eventual move to school. She has created a curriculum that is engaging for all children. The childminder provides good quality in both care and education. She plans her curriculum based on children's interests and adapts experiences to fit each child's assessed needs. Her approach ensures that all children make good progress.
- The childminder continually reflects on her provision to implement improvements. She works closely with other childminders to share good practice. The childminder completes mandatory training courses. However, she does not yet tailor her professional development to help to improve her knowledge and skills, to further enhance the quality of teaching.
- Children's communication and language development is a key focus for the childminder. Interactions are of good quality. The childminder consistently models correct language. She narrates children's play and asks thoughtful questions that engage children in meaningful conversations. As a result, children are confident communicators.
- Children enjoy listening to, and are eager to join in with, a range of familiar stories, rhymes and songs. They listen happily to interesting stories as they cuddle up on the childminder's knee. These positive experiences help children develop a love of reading.

- Children visit the local community every day and learn to be respectful to people who help them. They are physically active in their learning. Children attend forest school classes, where they learn about the seasons through nature. They attend playgroups and love song time. This helps to support children's growing vocabulary and help children develop their confidence in social situations.
- The childminder provides children with exciting opportunities to learn about the world around them. For example, children learn how to care for animals. The childminder has a friendly dog that the children enjoy looking after. In addition, children participate in caring for her horses. They learn about what animals eat and how to keep them healthy. This helps children learn to develop respectful attitudes.
- Care practices are good. The childminder reminds children to cover their mouths when they cough. Children wash their hands before and after mealtimes and after they use a tissue. Children learn about good hygiene practices.
- Children eagerly eat a range of fruit at snack time and discuss how drinking water helps them to stay healthy. They brush their teeth and learn about oral health. The childminder ensures children have a range of opportunities to develop their physical strength, indoors and outdoors. This supports children to gain a good understanding of how to maintain their health.
- Parents are happy with the care their children receive. They particularly like the regular photos and information about their children's experiences. The childminder informs parents about children's achievements. However, she does not always provide parents with details of their child's next steps in learning or ideas of how they can best support further learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. She fully understands the procedures to follow, and the appropriate agencies to contact, should there be any concerns about a child's safety or well-being. The childminder completes training to support her role as designated safeguarding lead and ensures that her knowledge remains up to date. Children learn about risks. They know to pick toys up off the floor so they do not trip over. This helps to keep children safe.

What does the setting need to do to improve?

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

- target the programme of professional development to further enhance the quality of teaching
- enhance partnerships with parents so that they can support and contribute to their child's learning at home effectively.

Setting details

Unique reference number	EY392312
Local authority	Wigan
Inspection number	10264811
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 June 2017

Information about this early years setting

The childminder registered in 2009 and lives in Atherton, Manchester. She holds a relevant early education qualification at level 3. The setting operates all year round, from 8am to 5pm, Tuesday 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
Deborah Magee

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 inspector observed the quality of education being provided.
- Parents and children shared their views on the setting.
- The childminder spoke to the inspector about the intentions for children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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