

Childminder report

Inspection date: 14 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children thrive in the warm and welcoming environment the childminder provides for children and their families. She has created a safe space for children to explore both indoors and in her outdoor area. The childminder supports children's communication and language skills exceptionally well and aims to broaden their knowledge of the wider world. She uses clear and exciting words to widen their vocabulary and understanding. For example, she talks in depth with children about how squirrels peel the skin from conkers before eating the seed inside. Additionally, children look at leaves and learn why some are 'evergreen'.

The childminder focuses her attention on helping children gain social skills and learning how to be 'good friends'. Children are kind to each other and are polite. They are comical and show their unique personalities during their speech and actions. They giggle together as they enjoy games and activities. The childminder offers high levels of praise and reassurance to children. This helps them feel safe and confident. The childminder has high expectations for all children in her care. She has built close bonds with children and provides them with emotional security. Children are happy, content and confident to be themselves. This helps them be unique and demonstrate their individual personalities.

Children demonstrate a range of self-care skills from a young age. They get their coats and shoes on for outdoor play and wash their hands. Children know the daily routine well and what is coming next. This helps them become aware of their learning. Children sing and dance throughout the day and choose their favourite music to listen to while they play. They enjoy regular outings the childminder plans for them. These include trips to museums and libraries, also to gardens and woods where they explore the natural world.

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

- Children demonstrate a love of books. The childminder is enthusiastic when she reads to children and encourages them to interact using props and songs. Children repeat their favourite parts of the story with great enjoyment and listen intently to the childminder's words.
- The childminder offers a range of adult-led activities and engages children well in tasks she has planned. However, some children are not consistently developing the skills to become more independent in their learning. They occasionally lack curiosity skills and focus when not being influenced by the childminder's ideas. For example, when the childminder is occupied, some children spend time searching for an activity to engage with. They do not always engage in purposeful play or learning.
- Parents comment positively on the childminder's service. They are involved in

their child's assessment from the start. As well as reading progress updates from the childminder, parents share achievements from home. The childminder provides home learning packs to help children's learning continue at home. This two-way flow of information helps children make good progress at home and with the childminder. Additionally, when children are proud of a task they complete, they ask the childminder to send this to their adults at home.

- The childminder embeds mathematical awareness into children's play. She helps younger children understand shapes and the space around them. Older children are supported to understand more in-depth concepts, such as measurement. They use tape measures and rulers to compare the sizes of items around the home and outside.
- In the main, children are interested in the activities on offer. However, sometimes the childminder does not adapt her curriculum precisely enough to consider how children like to learn best. For example, those children who like to learn outside are not always given those opportunities swiftly enough to keep them engaged in play. This said, children's imagination and thinking are sparked when they take part in areas of the setting they enjoy the most. Children still make good progress.
- Children enjoy a range of home-made food and begin to understand the benefits of a healthy lifestyle. At snack time, they discuss how vitamin C from their oranges can help their immune system and stop them getting ill. Children take part in a range of 'keep-fit' activities, such as a recent sponsored 'toddle' within the community.
- The childminder is effective when reflecting on her skills and development. She completes regularly training and searches for ways to enhance her setting that directly impacts children's learning. This helps her maintain a high standard of care and education.

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:

- help children practise their curiosity and independent thinking skills even more during play
- plan the curriculum more effectively to reflect all children's abilities and their preferred ways of learning.

Setting details

Unique reference number	EY418409
Local authority	Wigan
Inspection number	10364288
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 January 2019

Information about this early years setting

The childminder registered in 2010 and lives in Astley, Greater Manchester. She operates all year round, from 8am to 5pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The childminder joined the inspector on a learning walk, and she talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on the children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documents on request.
- Children spoke to the inspector during the inspection.
- The inspector spoke with the childminder about her safeguarding knowledge and responsibilities.

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 2024