

Childminder report

Inspection date: 11 September 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder has high expectations of all children and puts them at the heart of her practice. She shows a determination to provide a high-quality educational programme to help all children to become ready for school. The childminder states that she intends to 'set them up on the pathway for future success'. She provides activities and experiences based on children's individual interests. For example, some children thoroughly enjoyed a recent visit to see giant-sized dinosaurs. They are keen to share their experiences, commenting, 'They were big dinosaurs'. The childminder took other children to visit the farm, following their emerging interest in animals. This helped them to develop their knowledge of how to pet and feed animals such as guinea pigs and goats. The childminder gets to know new children well and finds out what experiences they have at home. She understands how to meet each child's individual needs to help them to settle quickly. Children demonstrate that they feel very safe in the childminder's home. They talk with confidence about what toys they like to play with. Children behave very well and use good manners. They share and take turns amicably. Children are polite and kind to each other and the childminder.

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

- The childminder promotes children's mathematical skills well. For example, as boys enjoy playing with cars, she helps them to line them up and find which ones are big and small. She encourages the boys to practise counting to help them to be successful in their learning.
- Children are inquisitive and curious. They enjoy working out simple problems for themselves. For instance, boys push a small car under a bridge. They test out if a large digger will fit too and state, 'Can't get underneath. It is too big'.
- The childminder takes children into the community, such as to the library. She introduces them to books and stories to help them to aspire to read. The childminder encourages parents to read stories at home, to help to engage them even more in their children's literacy development. For example, she sends favourite books home for children to share with their parents.
- Children practise self-care skills, demonstrated when they wash their hands before eating and after nappy changes. The childminder talks positively to children about using the toilet to help to prepare them for the next stage in their learning. She works closely with parents to help children to practise their self-care skills at home. For instance, the childminder speaks to parents about the importance of encouraging children to learn how to put on their coats and shoes by themselves.
- The childminder promotes children's healthy eating well. For instance, she provides parents with information leaflets about healthy options and encourages them to send in nutritious packed lunches.

- Children visit soft-play centres where they have opportunities to practise their physical skills, including climbing and exploring. The childminder provides plenty of outdoor experiences where children thoroughly enjoy running, such as at the local park. She takes children to see cart horses at the country park, helping children to develop a good understanding of the world around them.
- Children form close attachments to the childminder, who is gentle, kind and caring.
- The childminder supports children well overall to gain in confidence, particularly in social situations. For example, she takes them to playgroups to help them to learn how to interact with new adults and children. The childminder gives children plenty of praise and encouragement in everything they do. Parents comment that their children develop their ability to converse socially and now take part in group activities.
- The childminder has undertaken some recent research to help her to improve her skills. However, she does not precisely focus her professional development on raising the quality of teaching and practice to higher levels.
- At times, the childminder does not provide enough opportunities for children to engage fully in discussions. This does not support them to develop excellent levels of confidence in joining in with conversations.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of child protection up to date. She has a good understanding of the signs that would cause her concern about a child's welfare. This includes knowledge of the 'Prevent' duty guidance. The childminder has a secure understanding of the complaint's procedure. She knows the process to follow should an allegation be made against anyone living or working in the household. The childminder helps children to learn how to keep themselves safe. For instance, she teaches them the danger associated with talking to adults who they do not know.

What does the setting need to do to improve?

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

- seek further professional development opportunities to raise the quality of teaching to the highest levels
- provide even more opportunities for children to engage in discussions so that they develop excellent levels of confidence in joining in with conversations.

Setting details

Unique reference number	EY466850
Local authority	Wigan
Inspection number	10066806
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 June 2016

Information about this early years setting

The childminder registered in 2013 and lives in Astley, Wigan. She operates all year round, Monday to Friday from 7.30am to 6pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The inspector completed a learning walk with the childminder, who explained how she organises the early years provision.
- Children shared their views about what they do and enjoy at the setting with the inspector.
- The childminder discussed with the inspector what learning intentions she has for children. She explained what she does with children to help them to develop knowledge and skills for the future.
- The inspector observed the quality of the childminder's teaching and interactions during activities indoors and the impact this has on children's learning.
- The inspector took account of the views of parents through written feedback they had provided.

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 2019