

# Childminder report

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Inspection date: 23 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is good

The childminder is kind and nurturing. Children develop strong bonds with her and show that they feel very safe. Their behaviour is exceptional. Children are extremely polite and say 'please' and 'thank you' without prompting. The childminder often praises them for their 'beautiful' manners. Children show that they are emotionally secure. They have high levels of confidence. For example, children are eager to welcome visitors to share their experiences. The childminder places a strong focus on making sure that children feel happy. She values them as individuals. The childminder is in tune with children's individual needs and interests. However, she misses some opportunities to help children to deepen their learning further.

The childminder has high expectations for children's physical well-being. For example, children spend much of their time outdoors. They have daily opportunities to exercise and be active. The childminder takes children on trips in the local community. They visit the community garden, woodlands, garden centre and physical-play centre. These experiences support children well to increase their physical and social skills. The childminder supports children to learn about leading healthy lifestyles. For instance, she provides nutritious home-cooked meals and plenty of fresh fruit. Children learn how to grow fruit and vegetables. They develop a good understanding of making healthy choices.

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

- The childminder forms positive partnerships with parents. She gathers information about what children can already do and achieve at the start. The childminder gets to know children well. She identifies gaps in children's learning and provides support to help them to catch up. The childminder uses extra funding well. For instance, she buys resources to help children to build on their self-care skills. Children practise using zips and buttons and can now put on and fasten their own coats. They show pride in their achievements.
- The childminder plans a curriculum that focuses on helping children to achieve well. She plans activities that they enjoy. For example, children enjoy playing with dough. The childminder shows them how to use cutters to manipulate the dough to form shapes. Children can identify shapes, such as circle and triangle. They show good mathematical skills for their age. Children practise their new-found scissor skills as they cut the dough. The childminder reminds them to handle scissors with care. Children become engrossed in their play. However, they do not always have the time they need to remain deeply engaged. The childminder sometimes moves children on to other activities too soon.
- Children become deeply engaged during their free play and are exceedingly self-motivated learners. For example, they are highly enthused as they explore the

properties of dried rice. Children fill and empty pots and pans and learn about mathematical concepts, such as volume and capacity. The childminder provides a running commentary and shares her own thinking with children. For instance, she tells the children that they need one more scoop of rice to fill a cup to the top. However, the childminder misses some opportunities to encourage children to think more deeply and find solutions to simple problems themselves in order to help to enhance their own ideas.

- The childminder engages children in plenty of discussions throughout the day. For example, she talks to children and tells them facts about her pet tortoise. Children are curious and ask questions, eager to learn more. They discover what types of food the pet eats and how it needs warmth to keep healthy in the colder weather. The childminder teaches children the importance of thorough handwashing after handling animals. Children can wash their hands independently. They learn to follow good hygiene routines.
- The childminder completes research to enhance her provision for children further. For example, she has found ways to put in place forest school ideas in her setting. The childminder has enhanced her garden. She encourages children to explore the natural world. For instance, children enjoy hunting for bugs in the 'bug hotel'. They listen to their favourite stories with the childminder outside. Children mix sparkly resources with mud to make potions. They find sticks to use as magic wands. Children develop good imagination skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her child protection knowledge up to date. She accesses regular safeguarding training and receives local authority briefings by email. The childminder updates her safeguarding policies and procedures when she receives new information. She is aware of the signs of abuse and neglect. The childminder knows the procedures to follow if she has concerns about a child's welfare.

The childminder identifies and minimises potential risks in her home. She helps children to learn how to manage age-appropriate risks outdoors. For instance, children learn to be careful when they climb trees.

## What does the setting need to do to improve?

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

- give children more opportunities to think and find solutions to problems themselves and develop their own ideas
- allow play to come to a natural end before moving children on to other planned activities so that they remain deeply engaged in learning.

## Setting details

<b>Unique reference number</b>	EY405362
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10129089
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	5 May 2016

## Information about this early years setting

The childminder registered in 2010 and lives in Leigh, Wigan. She operates all year round from 7.30am to 5pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Daphne Carr

### Inspection activities

- The childminder discussed with the inspector how she organises the curriculum for children in her care.
- The inspector observed children at play and discussed their development with the childminder.
- The childminder and the inspector completed a joint observation together.
- Children and the childminder spoke to the inspector at appropriate times during the inspection.
- The inspector took account of written feedback that some parents 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.

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