

# Childminder report

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Inspection date: 4 February 2020

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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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 confident and secure in the childminder's care. The childminder is warm, friendly and nurturing. Children develop strong attachments to her. They come to the childminder's home happy and smiling. They readily seek her out to enjoy plenty of hugs and cuddles. Children benefit from a good range of stimulating activities and resources. They progress well in their learning and development across all areas of the curriculum.

The childminder offers many meaningful, exciting experiences to capture children's interests and support learning further. For example, children enjoy visiting the museum where they learn about space and rockets. The childminder develops this growing interest further by providing challenging and enjoyable activities. Children visit the library to find information books about rockets. They build their own rockets with enthusiasm and use their imagination to talk about planets they will visit.

The childminder is calm and patient. She knows her children well. She is attentive and places the children's needs at the very centre of her practice. She helps young children understand the concept of sharing and turn taking. She sensitively reminds them not to throw or grab toys and explains the reasons why. Consequently, children respond well, and their behaviour is generally good.

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

- Partnerships with parents are strong. Information about children's progress and achievements are successfully shared with parents to support children's learning at home. She accurately identifies children's strengths and any areas where progress is less than expected. Parents are very complimentary about the care and education she provides. They value the many experiences she offers, saying that their children are always busy doing lots of activities.
- Overall, the childminder supports children's language and communication skills well. She encourages children to talk about what they are doing and introduces new vocabulary to them. Babies enjoy listening to words, such as 'dab, dab, dab' as they explore hummus with their fingers. However, at times, the childminder does not always increase children's thinking skills to develop their understanding even further.
- The childminder takes an active role in children's play and learning. For example, she plays alongside children as they build a train track. She talks to the children about what they are doing and offers ideas to extend their play. This helps children to develop their concentration and supports their imagination skills. However, there are fewer opportunities to extend children's good understanding of mathematics further.

- Children benefit from daily opportunities to develop their physical skills. They enjoy the many visits to farms and parks in the local area and play outdoors daily in the childminder's garden. Children manipulate and roll dough using their hands and fingers. They delight as they create small animals and achieve what they set out to do.
- Children enjoy reading. The childminder takes the children regularly to the local library. Young children eagerly seek out books to share with the childminder. They repeat familiar words and talk excitedly about the pictures. For example, they read a book about a tractor. They touch the different textures on each page and decide that the tractor seat is 'scratchy'.
- The childminder has high expectations for all children. She is a good role model. She encourages the children to use good manners. She consistently praises them for their efforts and for helping each other. This supports children's confidence and emotional well-being.
- Children enjoy attending local playgroups where they mix with other children and develop social skills.
- Children develop good independent self-care skills from an early age. For example, they wash their hands independently after messy play and before mealtimes. They readily tidy toys away in anticipation of new activities. They happily set the table and competently use a knife to spread butter. They thoroughly enjoy the nutritious meals and snacks the childminder offers.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust safeguarding procedures in place. The childminder is alert to the signs of abuse and knows how to refer any concerns about children's welfare to the relevant authorities. She also has a secure understanding of wider safeguarding issues. The childminder attends local authority updates and regularly shares safeguarding information to parents. For example, she has recently shared information on keeping sleeping babies safe and the safe use of online applications. The childminder assesses risks well and takes effective steps to keep children safe in her home and when on outings.

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

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

- maximise opportunities to extend children's thinking skills to further enhance their understanding and communication
- provide more opportunities during children's play and routines to extend their understanding and enjoyment of mathematics.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY440519  |
| <b>Local authority</b>             | Wigan   |
| <b>Inspection number</b>           | 10132546  |
| <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>       | 0 to 10   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 9   |
| <b>Date of previous inspection</b> | 31 March 2015   |

## Information about this early years setting

The childminder registered in 2012 and lives in Golborne, Warrington. She works with an assistant. She operates all year round, from 7am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Howard

### Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A evaluation of an activity was completed by the inspector and the childminder.
- The inspector looked closely at the progress of several children.
- The inspector discussed self-evaluation and the childminder's policies and procedures. She checked evidence of the childminder's suitability and training certificates.
- Parents' views were considered from written feedback 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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