

Childminder report

Inspection date: 3 February 2020

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

The provision is good

The well-qualified childminder provides a welcoming and homely environment. Children show that they are happy and feel safe. For example, they are eager to greet visitors and share facts about themselves. The childminder gets to know the children well. She takes time to find out what they know and can do when they start. The childminder offers support for children's families when they need extra help. For instance, sometimes, she provides a pick-up service. This helps to ensure that children can attend.

The childminder provides a wide range of resources that children access freely. Children show determination to succeed with tasks they find difficult at first. For example, younger children develop their finger muscles as they learn to use tweezers to pick up small items. The childminder has high expectations of children's positive behaviour. For instance, she helps them to learn to share and take turns. The childminder provides explanations to children that help them understand what is fair. This helps them to recognise the consequences of their actions on others. The childminder praises children for their achievements, which boosts their confidence and self-esteem. Children behave well. They use good manners and are polite.

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

- The childminder provides a range of opportunities for children to go on outings into the community. For example, children visit other childminders' homes. They observe the free-range hens with awe and collect eggs to take home to share with their parents. Older children are very keen to communicate their experiences. For instance, they talk with high levels of enthusiasm about the emu and crocodiles they see during their regular visits to the safari park.
- The childminder helps children to develop an understanding of counting and numbers. For example, older children count as they fill cups with pom-poms. The childminder helps them to match the amount to a corresponding numeral. Older children show an increasing ability to recognise numerals and count objects accurately. Younger children practise their early counting skills. They can count to three successfully.
- The childminder observes children as they play. She uses this information to help her to understand children's interests and what they need to learn next. Overall, the childminder plans for children's learning around their interests well. She considers how she can engage children of different ages during activities together. However, she can do more to explore different ways she can offer even more challenge to children to facilitate their learning even further.
- Children eat healthy and nutritious snacks. The childminder sits with children and supports them if they need help. For example, she shows younger children

how to use a fork to pick up and eat slippery fruit. Children develop confidence and show a 'can-do' attitude towards things that they try to do. Younger children use cutlery well to feed themselves. Older children use the toilet by themselves and wash their hands afterwards. Children are increasingly independent.

- Children have free access to a wide range of books. The childminder reads stories to children and encourages them to fill in missing words. She encourages older children to look at pictures in a book and tell a story to younger children. This helps older children to become confident communicators and develop good storytelling skills.
- Children show a fondness of rhymes and singing. They join in singing and dancing with excitement, and delight in copying the actions to the songs. The childminder promotes children's communication and language skills well. She asks skilful questions and gives children time to think and respond with an answer. The childminder repeats words back to children and introduces new vocabulary. She teaches children words that mean the same thing. For example, children learn an alternative word for small, such as 'titchy'. However, children sometimes become distracted from their learning by the noise of the television that is on in the background.
- The childminder works well in partnership with other professionals. For example, she shares a two-way flow of information with other settings that children attend. This helps to provide continuity in their learning. The childminder shares information with other professionals, such as health visitors, where appropriate.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding children. She has in-depth knowledge of the signs that may indicate a child might be at risk from harm. The childminder accesses training on wider safeguarding issues, for example, to identify signs that children could be at risk of harm from others with extreme views. She knows the procedures to follow should she have concerns about a child's welfare. The childminder understands how to refer parents to early help services if required. She ensures that older children learn how to keep themselves safe online. The childminder shares her safeguarding policies with parents. This helps parents to know how she intends to keep their children safe.

What does the setting need to do to improve?

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

- consider the impact that background noise, such as the television, has on children's concentration during activities
- offer even greater challenge to help to extend children's learning even further.

Setting details

Unique reference number	EY365810
Local authority	Wigan
Inspection number	10066779
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	3
Date of previous inspection	25 August 2015

Information about this early years setting

The childminder registered in 2000 and lives in Leigh, Wigan. She operates all year round from 7am to 5pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The childminder discussed with the inspector how she designs and organises the curriculum for the children in her care.
- The inspector and the childminder completed two joint observations together.
- Children and the childminder spoke to the inspector at appropriate times during the inspection.
- Parents' views were considered by the inspector through written feedback that some parents had provided.
- The inspector checked evidence of the childminder's suitability and her qualifications.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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