

Childminder report

Inspection date: 6 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 are extremely happy and settled in the childminder's welcoming home. They eagerly take the inspector on a tour of the setting, showing her the different rooms that they use and play in. Children behave very well. They listen carefully to the childminder's instructions and show high levels of respect for the rules and boundaries that she has in place. Children show that they feel safe and secure.

The childminder gets to know children well. She arranges home visits to meet with children and their family before they start. The childminder encourages parents to share important information with her about their children. This helps her to plan activities to help to welcome children into her provision. The childminder works well with schools and nurseries in the area to help to support children's move to school and nursery. She shares information about what children know and can do with teachers and staff. This helps to promote continuity in children's learning.

The childminder is an early years teacher. She has high expectations for children's speech and language development. The childminder uses her in-depth knowledge to help children to make good progress in their communication skills. She cascades her expertise with other childminders. This helps them to enhance their knowledge and skills. The childminder's efforts in supporting others have been praised by the local authority.

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

- Children manage their personal hygiene very well. For example, they use a tissue to wipe their nose, place it in a bin and use antibacterial hand gel to clean their hands. Before eating snacks and meals, children wash their hands thoroughly, singing 'happy birthday' twice. They show a good understanding of why this is important. They state, 'I am washing the germs away.'
- Overall, the childminder plans a curriculum that supports children to develop skills across all areas of learning. For instance, she takes them to country parks where they enjoy collecting natural items while they explore in the woods. Children are in awe when they see a squirrel, exclaiming that they have not seen one before. However, occasionally, the childminder misses some opportunities to act more swiftly on children's emerging interests. Sometimes, children who prefer to play outdoors wait a little too long before they can go outside.
- Children enjoy story and song sessions with the childminder. They engage well and are eager to learn. The childminder provides children with a varied range of interesting books. Children enjoy cuddling with her while sharing stories, talking about the pictures on the pages. Children choose props from a 'song bag' and join in with enthusiasm to action rhymes.
- Children have good imaginative skills. For example, they engage well in role play

as they pretend to be doctors. The childminder very skilfully introduces new words, such as 'stethoscope'. Children practise using the word as they play. This helps to widen their vocabulary further.

- Children are curious and inquisitive learners. For instance, they enjoy using tape measures to work out the different lengths of objects. Children learn to identify numerals and discover what items are 'longer' and 'shorter'. They use diggers to scoop up sand, filling and emptying containers. Children carefully use tongs to pick up objects and put them on a plate. They pretend to make dinner for the childminder. Children are imaginative and practise using their good mathematical skills. However, children do not always have time to concentrate fully and deepen their learning further. This is because, at times, the childminder provides too many activities and ideas at once.
- The childminder supports children's positive behaviour very well. She uses information from training to help them to understand their emotions. For example, the childminder talks calmly with children to help them to understand how they are feeling so that they can manage their own behaviour.
- The childminder forms positive partnerships with parents. Parents comment that they are happy with the care provided. They say that their children's speech and language skills have come on so much since they started at the setting. Parents remark that the childminder works closely with them, sharing ideas to help them to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the different types of abuse and neglect. She knows the procedures to follow should she be concerned about a child's welfare. The childminder regularly updates her safeguarding knowledge. This helps her to keep up to date with wider safeguarding issues, including how to identify signs of grooming and exploitation. The childminder gives clear and consistent messages to children to manage how much screen time they have both at home and in her setting. She educates parents to understand the potential risks involved if children use equipment connected to the internet at home.

What does the setting need to do to improve?

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

- act more swiftly on children's emerging interests and provide those who prefer to learn outdoors with even more opportunities to do so
- consider further the organisation of the learning environment so that children have more time to concentrate fully and deepen their learning further.

Setting details

Unique reference number	EY428615
Local authority	Wigan
Inspection number	10129107
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	0 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	23 September 2015

Information about this early years setting

The childminder registered in 2011 and lives in Aspull, Wigan. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds early years teacher status.

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 a joint observation together.
- Children and the childminder spoke to the inspector at appropriate times during the inspection.
- Parents' views were considered by the inspector through discussions and from written feedback they 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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