

Childminder report

Inspection date: 4 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and content in the childminder's care. Changes made to arrival procedures, due to COVID-19 (coronavirus), mean that parents drop children off at the door. Children enter with enthusiasm and immerse themselves in play. They have formed strong bonds with the childminder and her assistant. Children eagerly respond to praise with a 'high five' when they have successfully completed a task. The childminder and her assistant help the children learn the importance of healthy lifestyles. Children talk about play outdoors and about foods, which help them grow 'big and strong'.

The childminder provides rich opportunities for older children to gain skills in mathematics. For example, children sort numbered disks and match them to the corresponding number on a wooden stand in the garden. Younger children gain confidence in their physical development, as they learn to walk and negotiate their way around the playroom. Their senses are stimulated, as they explore the different textures of fabrics and shake the various home-made sound jars.

The childminder and her assistant build on what children already know and what they need to learn next. Therefore, overall, children are developing the knowledge and skills they need to support their future learning. Children's vocabulary is continually increasing, as the childminder and her assistant introduce describing words, such as delicious, when talking about the vegetables. However, the curriculum to support aspects of expressive arts and design is not implemented as effectively.

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

- The childminder has made improvements following the previous inspection. She and her assistant have made good use of training, including communication and language and how to support bilingual babies. As a result, the childminder's curriculum now enhances children's communication and language well. The childminder and her assistant repeat children's babbles and delicately model the correct pronunciation of words. Children are supported to become confident communicators.
- The childminder and her assistant have also completed training to enhance their understanding of how to support children with special educational needs and/or disabilities. They monitor children's progress carefully and use assessment information to help to identify those who are at risk of falling behind. This ensures no child is disadvantaged.
- The childminder is clear about what children need to learn and why. She provides a good balance of what they want to play with and what they need to do to support their learning. Children choose toys which interest them as well as

joining in with the activities the childminder plans. Her approach helps to keep children engaged in meaningful activities. As a result, all children are making good progress.

- Regular assessments help the childminder and her assistant to identify what children already know. This information is used to plan activities to support children in achieving their next steps of learning. However, there are gaps in the childminder's curriculum for promoting children's creativity. Children have fewer opportunities for developing self-expression through art and design.
- The childminder makes very effective use of interesting props and story sacks to bring stories to life. Children thoroughly enjoy participating as the childminder's assistant reads, 'A Squash and a Squeeze'. They use the characters as prompts when making the sounds, which represent farm animals. With great enthusiasm they call out the repeated phrase, 'a squash and a squeeze'. These engaging opportunities help to ignite children's early interest in literacy. Children's enjoyment of books continues at home, as parents borrow the story sacks to read to their children before bed.
- The childminder extends children's interest in learning about the world around them. Children recall that they liked to eat the tomatoes, lettuce, and peas they had grown in the childminder's garden. They learn about the wider world during visits to the post office and library.
- Hygiene practices are effective. The childminder offers relevant books and rhymes to support children as they prepare for using the toilet independently. Children also learn about the importance of hand washing, and other aspects of personal hygiene, such as how to look after their teeth. For example, they talk about how they should not eat lots of sugary foods and that if they clean their teeth regularly, they will grow up with good strong teeth.
- The childminder provides a home-from-home environment. She offers freshly cooked meals. Children know the routine well and they especially enjoy cuddles as they settle for a rest after lunch. The childminder and her assistant are both calm and relaxed, creating a settled and secure environment. They help children to understand how to behave well. Children say please and thank you to each other. They are able to manage their own behaviour when sharing toys and taking turns.
- Partnership with parents is strong. Parents are complimentary about the information shared with them about their children's progress. They value advice, for example suggestions of how to manage children's behaviour, including temper tantrums. Parents also value the introduction of the story sacks, which have helped them settle their children into a good night-time routine.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are aware of their responsibility to safeguard children. Through regular training, they have maintained their knowledge of child protection issues and procedures. The childminder is also acutely aware that any deterioration in a child's general well-being, such as poor oral health or regular

medical appointments not being maintained, may be an indicator of possible child neglect. The childminder and her assistant know the agencies to contact should an allegation be made against either of them or members of the household. The childminder and her assistant have robust risk assessments in place, to help to keep the childcare environment safe.

What does the setting need to do to improve?

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

- enhance the curriculum for expressive arts and design to provide children with further opportunities to develop creativity.

Setting details

Unique reference number	EY474701
Local authority	Wigan
Inspection number	10115799
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 7
Total number of places	18
Number of children on roll	11
Date of previous inspection	8 July 2019

Information about this early years setting

The childminder registered in 2014 and lives in Abram, Wigan. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and they both hold an appropriate qualification at level 3.

Information about this inspection

Inspector

Alison Tranby

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector completed a tour of the childminder's home. The intended learning opportunities available for children were also discussed.
- Parents' written statements were taken into consideration by the inspector.
- Discussions were held at convenient times with the children, the childminder and her assistant.
- The inspector observed the interactions between the childminder and the children throughout the inspection. She evaluated the impact of these on children's learning.
- A planned activity provided by the childminder's assistant was observed. The inspector and the childminder discussed the learning outcomes for the children afterwards.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's and her assistant's training and suitability.

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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