

Childminder report

Inspection date:

7 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled. They form secure attachments with the childminder, who is friendly and nurturing. Children move around the environment with confidence. They have regular opportunities to be active and enjoy fresh air as they go for walks in the local area with the childminder. Children develop their physical skills as they run around during outings and in the garden. The childminder has built sound relationships with the children and ensures that their individual care needs are met effectively.

The childminder provides children with a range of toys and resources. When children are interested in a resource, such as a shape sorter puzzle, they show some motivation. However, activities are not always focused or challenging enough to keep them engaged. Children can spend little time at activities and they do not consistently benefit from all the learning experiences they take part in. The childminder generally promotes positive behaviour. She offers gentle praise and encouragement, which helps children to develop their confidence over time. However, she does not always give clear and consistent explanations to help children to understand expectations. That said, children have warm and close relationships with the childminder. They enjoy their time with the childminder and respond positively to her.

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

- The childminder does not have an effective system to develop her teaching skills. She does not focus well enough on continually developing her knowledge of child development and enhancing the overall quality of education. That said, she keeps up to date with mandatory training, including safeguarding and first aid. Recent support by the early years team in the local authority has had a positive impact on the quality of care provided.
- The childminder has a good understanding of children's interests and the activities they like to take part in. Children move around freely and choose where they wish to play. The childminder provides them with plenty of play opportunities of their own choosing. At times, these opportunities do not engage or challenge children and they lose attention quickly.
- The childminder does not always provide children with clear explanations to help them understand expectations. For example, when children are invited to play outside, they rush across the toy-filled floor. The childminder does not explain why this could be dangerous, to help children begin to understand how to keep themselves safe. However, children are rewarded with praise and positive attention for their achievements.
- The childminder's curriculum for early literacy is not implemented consistently well. Although the childminder provides children with some books and

opportunities for making marks, she does not extend these. Although she knows it is a priority, she does not implement a wide range of opportunities to develop children's interest in recognising words or letters that have meaning to them.

Children are not supported to access books freely during play.

- Children are independent and learn how to attend to their personal care. They show that they understand the routines of the day. For example, children wash their hands after outdoor and messy play and rest on their individual mats to sleep. The childminder provides children with healthy meals and fresh drinking water. She includes them in making healthy choices at snack times and talks to them about the benefits of eating fruit. This helps to support children's awareness of being healthy.
- The childminder builds good relationships with parents, who comment positively about her. They say that they are pleased with the care their children receive. The childminder provides verbal feedback daily and sends parents photos of their children. This good communication helps to support children's individual needs.
- Younger children who speak English as an additional language make good progress in their communication and language skills. This helps them to reach a good standard in English from where they start. Their parents are very pleased with the progress they make. Children learn new words and communicate using simple sentences. The childminder helps children to value and celebrate their home language and culture.
- Overall, the childminder supports children's language and communication skills well. She acknowledges and affirms young children's attempts to communicate. During an activity with vehicles, the childminder introduces new vocabulary to the children such as 'motorbike' and 'explore'.
- The childminder helps children to learn about the wider world. Children confidently talk about their experiences visiting an airfield and riding on public transport. This helps to enrich children's lives and introduces them to new activities that further develop their understanding of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection procedures. She accesses updates and regular training from the local authority. Therefore, she can identify potential indicators of child abuse, neglect, radicalisation and extremism. She is confident with the procedures to follow to report any concerns she may have regarding a child's welfare. The childminder is aware of current issues, such as the impact of the COVID-19 (coronavirus) pandemic on families and children. She maintains ratios and supervises children closely. The childminder maintains a safe environment for children. She carries out risk assessment checks of all areas of her home and garden, and for all outings and trips.

What does the setting need to do to improve?

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

- improve knowledge and understanding of how to plan and provide an engaging and well-sequenced curriculum that fully supports and motivates children's learning and builds on their existing skills
- support children further to understand routines, behavioural expectations and how to keep themselves and others safe
- strengthen the provision for children's literacy, to develop their understanding and enjoyment of language and the written word.

Setting details

Unique reference number	2574466
Local authority	Wigan
Inspection number	10205892
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	2 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Winstanley, Wigan. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 2.

Information about this inspection

Inspector

Suzy Marsh

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the childminder and discussed the curriculum with her.
- Discussions were held at convenient times with the children and the childminder.
- The inspector observed the quality of interactions between the childminder and the children.
- Parents' written statements were taken into consideration by the inspector.
- The inspector looked at required documentation.

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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