

Childminder report

Inspection date: 3 December 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are extremely happy and settled with the childminder in this friendly and homely environment. Children are confident and enthusiastic learners, who play well together and have fun. They eagerly play with the wide range of quality resources available and welcome the childminder and her assistant into their play. Children join in and confidently sing songs and rhymes that are at the heart of everything they do. Children develop a love of story books. The childminder supports their early reading skills effectively. Children select their own favourite books to share with their friends and turn the pages, discussing what they can see in the pictures.

Children behave very well. They understand the high expectations that the childminder and her assistant have for their behaviour. They are praised for their use of good manners and readily share the toys and resources. Children show kindness and empathy towards one another. They are considerate of each other's feelings.

During the COVID-19 pandemic, children have been provided with regular outings to a variety of interesting places. For example, they visit parks to feed the ducks. They enthusiastically talk about meeting the 'angry geese'. Children participate in regular forest-school activities. They develop an interest in nature and enjoy their time spent in the outdoors.

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

- The childminder is a dedicated practitioner who regularly reflects, together with her assistant, on the quality of their provision. They carefully consider the views of parents and children when making changes to enhance their provision further. The childminder supports the assistant in his role. She offers supervision meetings and coaching opportunities. However, options for the further professional development of the assistant have not yet been explored to enhance his teaching skills further.
- The childminder uses her qualification well when supporting children. She understands how children learn best and skilfully uses this knowledge to enhance children's self-chosen play. The childminder assesses children's development well and children make good progress. She knows the children's starting points, which supports her to identify what children need to learn next. She plans a wide range of suitable activities. That said, occasionally, the organisation of some activities results in younger and quieter children being unable to engage as fully as their older and more confident friends.
- The childminder promotes children's independence in their self-care very well through daily routines. For example, children arrive and hang their coats and

belongings up. They use the bathroom independently and always try to do things, such as washing their hands, for themselves before asking for help. This helps children to learn to persevere and gives them a very strong sense of pride in their achievements.

- The childminder and her assistant are positive role models. They encourage children to develop good manners through daily routines such as snack times. The childminder recognises the impact that the COVID-19 pandemic has had on children's personal, social and emotional skills. She provides a wide range of opportunities designed to empower children and build their confidence and self-esteem. Children are welcoming of approved visitors and enjoy entering into conversations that involve adults in their play.
- Partnership with parents is good. Parents are kept informed of day-to-day events at the setting and know how their children are progressing. The childminder provides photos during the day for parents to see what children are doing. She talks with parents when they collect their children at the end of the day.
- The childminder works in close partnership with the schools that children eventually attend. She meets with staff to discuss and share information on preferred teaching strategies to help to ensure that children receive good-quality teaching from the outset. For example, the childminder has sought advice on the best ways of introducing children to letters and the sounds that they represent in words, to help to prepare them for school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend suitable and regular child protection and safeguarding training. The childminder is clear on who to contact should she need to report concerns or seek advice about a child's welfare. Effective policies and procedures are in place and implemented well to protect children. The childminder and her assistant have a secure knowledge of child protection and safeguarding issues, including the signs that may indicate a child is at risk of harm. The childminder fully understands her safeguarding responsibilities.

What does the setting need to do to improve?

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

- explore ways in which to enhance the professional development of the childminder's assistant to help to raise the quality of teaching even further
- consider the organisation of activities so that younger and less confident children can gain the most from the learning opportunities provided.

Setting details

Unique reference number	2526080
Local authority	Wigan
Inspection number	10208285
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 3
Total number of places	12
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Worsley Mesnes, Wigan. She operates all year round, except for bank holidays, from 7.30am to 5.30pm. The childminder holds an appropriate early years qualification at level 6. She works alongside her husband who acts as her assistant. The childminder is eligible to receive early years education funding for children aged two, three and four years.

Information about this inspection

Inspector
Denise Farrington

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 their evaluation of the setting.
- An activity was observed and evaluated by the inspector and the childminder.
- The childminder and the inspector had a learning walk of the setting where they discussed the early years provision and the aims of the curriculum.
- The inspector was provided with written feedback from parents to gather their views.
- The inspector viewed a range of documentation, including training certificates and Disclosure and Barring Service check records.

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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