

Childminder report

Inspection date: 9 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

The childminder has high expectations about what children can do for themselves. She successfully teaches children many self-help skills. This results in children who are very confident to manage their own personal care needs. They can find their own belongings and take steps to help keep themselves and others safe and well. They are developing an understanding of the importance of recycling. For example, children identify rubbish and put it in the appropriate recycling bin.

Children benefit from a curriculum with a strong emphasis on communication and literacy. They look forward to daily opportunities to listen to stories and join in with songs and rhymes. Children know the words and actions to a wide range of songs. The successful teaching of this aspect of the curriculum has a positive impact on children developing a love of music, and on their overall language development. The childminder is very aware of the impact that the COVID-19 pandemic has had on some children. Some children, who were a little shy before the pandemic, still need extra help to be confident to talk and share their views. The childminder takes account of this when planning her curriculum and organises some specific activities to help children to develop their confidence.

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

- The childminder understands that knowing and understanding lots of words and phrases is very important for children's overall learning and development. She ensures that she talks clearly and introduces lots of new vocabulary throughout the day. For example, while children strum the guitar, the childminder talks to them about chords, strings and plectrums.
- Children look forward to spending time outside. They excitedly get ready, putting on their waterproof clothing and boots. They enjoy the space and fresh air. They have lots of opportunities to explore the woods and visit parks and horses. This strong emphasis on outdoor learning helps children to develop a positive attitude to being active. Children enjoy visits to local music groups and the library. These give opportunities for children to learn about their local community and the wider world.
- The childminder identifies things that she wants to teach children to build on their knowledge and understanding. However, these learning intentions are sometimes too numerous to enable the childminder to focus and sequence her teaching most effectively. The childminder makes activities exciting and inviting. However, sometimes, the wide range of resources she provides distract rather than enhance children's learning.
- The childminder is a positive role model and creates a loving environment for children. She praises children's efforts warmly and values their ideas, which helps them to feel cherished. Children behave well and learn to share, take turns

and respect others, with support. They behave appropriately for their age. The childminder encourages the children to pass each other the drum, take turns and bang it to the rhythm of the music.

- Children understand the routines of the day. They clear a space on the floor in readiness for singing time. Children's eagerness to help get things ready shows that they are keen and eager to learn.
- The childminder works closely with parents to help them to support children's learning. She regularly shares information with parents to help them to understand how their children's learning can be further supported at home. Parents comment that they are very happy with the caring childminder.
- The ambitious childminder reflects on her provision closely and is keen to improve her practice. She completes regular training, research and shares ideas with other professionals. Recent training on children's brain development has developed her knowledge and she has adapted her curriculum to implement what she has learned.
- The childminder joins in with children's chosen play very well and supports their learning skilfully. She makes strong use of her interactions to offer further challenge, test children's understanding and teach new knowledge. For example, during the inspection, children excitedly showed the inspector the sweetcorn they had grown. The childminder took the time to teach children about the roots, husk and the stalks. This deepens children's understanding of how plants grow.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She supervises them closely and ensures that her home is safe and secure. The childminder has an accurate understanding of the signs that a child may be at risk of harm or neglect. She understands the local reporting structures for sharing any such concerns and the importance of acting promptly to do so. She has a broad knowledge of safeguarding issues, such as the risks to children of being exposed to extreme views or ideologies.

What does the setting need to do to improve?

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

- sharpen the focus of the curriculum and interactions with children to help them to develop the most important skills and knowledge they need for their future learning.

Setting details

Unique reference number	EY556558
Local authority	Wigan
Inspection number	10174810
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Tyldesley. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk.
- The inspector and the childminder carried out a joint observation.
- Parents shared their views and the inspector took account of these.
- The inspector held discussions with the childminder and spoke to children during the inspection.

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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