

# Childminder report

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Inspection date: 30 November 2021

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

## What is it like to attend this early years setting?

### The provision is good

Children play with purpose and enjoyment. They feel safe in the company of the reassuring and experienced childminder, who is ambitious for each child's progress and achievements.

Toddlers play busily with small-world cars on a road mat. They show great care as they drive the cars along until they reach the zebra crossing and the toy crossing patrol figure. Children demonstrate their knowledge well. For example, they only push the car forwards when the crossing is clear of people. Children go with the childminder to collect older children from school and watch the real crossing patrol person in action. This helps children to make meaningful links in their learning. Such everyday experiences deepen their knowledge about road safety. Furthermore, children find out about their local community and the people who help them.

Parents and carers like receiving photos via an online app. They say that the photos help them to hold conversations with children about events at the childminder's provision. Parents feel supported to continue children's learning at home. When settings were only open to some children due to COVID-19 restrictions, the childminder kept in touch with families and gave parents practical support. This helped her to support children's emotional well-being effectively when settings were open again and children returned.

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

- The childminder has made improvements since the last inspection. She has effective systems in place to exchange information with other settings that children attend. For example, when the childminder admits two-year-old children on roll at her setting, she checks whether the progress check for children aged between two and three years has been completed. The two-way communication helps everyone to promote children's progress and well-being effectively.
- The childminder wants to improve her practice. However, sometimes, she does not identify weaknesses in the quality of education effectively enough to set precise targets for improvement. This hinders her consistent progress towards excellent provision for children.
- Children initiate conversations. The childminder joins in and helps children to extend what they know and remember. For example, when children play with small-world bunk beds, the childminder talks about the 'top' and 'bottom' bunks and wonders who will sleep in them. Overall, the childminder's interactions with children support them to become confident communicators and extend their vocabulary. However, on occasion, the childminder asks children too many narrow questions, such as 'what colour is it?' This interrupts their train of

thought and does not promote their deepest learning.

- The childminder attends useful training and acts on what she learns. For example, following a course about children's oral hygiene, the childminder shared information with parents about toothbrushing and the causes of tooth decay. Parents and the childminder now work in partnership, even more effectively, to teach children habits that promote their dental health.
- The childminder sequences children's learning well. For example, she puts out two inset jigsaw puzzles that do not have pictures on the baseboards. When children show interest, the childminder supports them to complete the puzzles as many times as they want to. The repetition helps children to consolidate their skills and knowledge. Children find the task challenging and rewarding. They gain confidence and want to keep trying. The childminder plans to introduce simple interlocking jigsaw puzzles next.
- The childminder demonstrates her enjoyment of reading. This encourages children to ask her to read books with them. From a young age, children begin to develop empathy with the characters. When the 'Very Hungry Caterpillar' gets a tummy ache, children copy the childminder's facial expressions and say 'ooh ouch'. They begin to remember what will happen next in the familiar story.
- Children know that written words carry meaning. They ask the childminder to write their name and the childminder's name on the whiteboard. Children begin to notice that the two words look different from each other, but are the same every time the childminder writes them. Children confidently add their own marks to the board. The activity helps to promote their early writing.
- The childminder makes sure that her books and resources reflect disability and difference. This helps her to talk with children about what is the same and different about themselves and each other.

## Safeguarding

The arrangements for safeguarding are effective.

The well-qualified childminder understands her responsibility to protect children from harm. She attends training that refreshes and updates her knowledge of local safeguarding procedures. The childminder understands the potential risks to children who use the internet, such as risks of being exposed to radicalisation and extreme views. She ensures that devices have parental controls installed. She talks with children about online safety. The childminder is well organised. She keeps records that help her to promote children's welfare. The childminder assesses and minimises risks to children in her home. She keeps door keys on hooks near to the exits of her house. This means that she can evacuate her premises quickly in case of an emergency.

## What does the setting need to do to improve?

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

- set precise targets for improvement, in order to achieve excellent outcomes for children
- strengthen questioning techniques so that conversations promote children's deepest thinking and learning.

## Setting details

<b>Unique reference number</b>	322860
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10145832
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	4 February 2020

## Information about this early years setting

The childminder registered in 1995 and lives in Astley. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Susan King

### 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 childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector observed interactions between the childminder and children. She spoke to and played with children.
- The inspector looked at written feedback from parents. She took account of their views.
- Documents used in the childminder's setting were sampled by the inspector. The inspector checked evidence of the suitability of the childminder and members of her household aged 16 years and over.

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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