

Childminder report

Inspection date: 25 November 2021

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

What is it like to attend this early years setting?

The provision requires improvement

Children's good hygiene and personal care practices are not consistently promoted. The childminder and her assistants do not always teach children about the importance of good care routines, such as handwashing. The learning experiences offered are too narrow. Additionally, the childminder does not have high enough expectations of what children can achieve to help them gain a secure knowledge across all the areas of learning.

Children are safe in the childminder's care. However, some information provided to parents in written policies and procedures is not accurately reflected in the childminder's and her assistants' practice. Children are settled and happy in the care of the childminder and her assistants, who provide a warm and welcoming home. Children benefited from consistency of care during the COVID-19 pandemic, as a result they have formed strong friendships with their peers. They also form secure attachments with the childminder and her assistants.

Babies enjoy lots of cuddles, they are making good progress with their physical development, they especially enjoy 'tummy time'. Babies are helped to progress from crawling, then to successfully pull themselves to a standing position. Older children include the childminder and assistants in their play. For instance, children role play being a shop keeper and share humour as they say they will need 'lots and lots' of the assistants' and childminder's money. Children are keen to learn, they willingly share toys and show kindness to each other.

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

- The childminder and her assistants do not consistently promote children's personal development. Children demonstrate some understanding of the importance of washing their hands. They explain they need to wash their hands because they 'are dirty'. The childminder and the assistants do not reinforce the importance of a good handwashing regime. On occasions, children are reminded to wash their hands when they have used the toilet. However, they are not encouraged to do so before eating snacks or lunch. In addition, the risk of cross infection is not considered, as all children and adults share the same hand drying towel.
- All children, including babies, are making some progress in their learning. However, some aspects of the curriculum lack enough depth. Books and creative materials are stored out of reach of the children 'because they will rip them up or paint on the walls'. The childminder and her assistants do not teach children how to use and care for the equipment. They do not help them to independently access a broad range of resources. This means children do not access a wide range of experiences, which support their learning across all areas of the

curriculum.

- There are some aspects of strong practice, most notably the childminder and her assistants understand how to promote children's communication and language skills. The childminder and her assistants help babies' babbles progress to meaningful sounds. They join in and respond as they use intonation and sing-song voices when singing rhymes with the babies.
- The childminder and her assistants introduce new language, such as 'snip with the scissors'. Older children are helped to identify toys they would like from Father Christmas. The childminder and her assistants teach the children how to develop the small muscles in their hands. They offer praise and encouragement as the children gain the skills to precisely cut pictures of toys from catalogues and stick them on a piece of paper. These activities help children develop a positive attitude to learning.
- The childminder has invested greatly in creating an inviting, well-resourced outdoor area. This provides opportunities for babies to move around safely and explore. Older children are helped to develop their physical skills as they run around, climb and kick balls outdoors. The childminder and her assistants regularly take the children on outings. This helps them gain a love for the outdoors, also to learn about the world around them and nature. The childminder and her assistants promote children's good behaviour. Children share toys well and explain that they 'should be kind to each other and not to hurt their play friends'.
- The childminder understands the importance of implementing training, support and a robust induction process for her assistants. This helps new assistants to become familiar with the policies and procedures. The childminder and her assistants share children's experiences with parents, using their mobile phones. However, this is not accurately reflected in the childminder's own written policy that is provided to new parents. The childminder helps her assistants to consider their own professional development. She has mentored some assistants to help them achieve a relevant level 3 childcare qualification. This helps to ensure assistants have the knowledge and skills for their role.
- The childminder and her assistants know the children well and regularly assess their progress and development. Lots of information is shared with parents, such as the next steps of learning for each child. Parents appreciate the continuity of care provided by the childminder during the COVID-19 pandemic. They also commend the childminder and her assistants for how ideas for extended learning at home are shared. They appreciate that their children are really happy and are making lots of friends while attending the childminder's setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust recruitment procedures in place for her assistants and ensures the required suitability checks are in place. This includes checks completed by Ofsted. The childminder and her assistants also know who to contact if they have any concerns about a child's safety and well-being or concerns about any

adults living or working in the childminder's home. They have kept their knowledge of child protection up to date through relevant training, including training on female genital mutilation. This helps to ensure that they are aware of any safeguarding issues that may be prevalent in their community.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
make available adequate hand drying facilities to reduce the risk of the spread of infection and to help children learn good personal hygiene practices.	05/01/2022

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

- strengthen all areas of the curriculum and help children to learn how to care for resources so that they are able to independently access a broad range of experiences which support all areas of learning
- ensure policies and procedures that are shared with parents and any new assistants accurately reflect current practice.

Setting details

Unique reference number	EY462265
Local authority	Wigan
Inspection number	10209254
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	0
Date of previous inspection	7 December 2015

Information about this early years setting

The childminder registered in 2013 and lives in Wigan, Greater Manchester. She operates all year round from 7am to 7pm, Monday to Saturday, except bank holidays and family holidays. The childminder holds a qualification at level 3.

Information about this inspection

Inspector

Alison Tranby

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder showed the inspector the premises and discussed her risk assessments.
- Parents shared their views of the setting with the inspector.
- The childminder discussed her intentions for children's learning with the inspector.
- The inspector observed the childminder's and her assistant's interaction with the children throughout the inspection.
- The inspector spoke to the children and the childminder's assistant at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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