

Childminder report

Inspection date: 27 January 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children continuously demonstrate that they feel happy, confident, safe and secure. They have warm attachments with the childminder and her co-childminder, who are very kind, caring and nurturing in their approach. Children seek comfort from the childminder when needed, often asking for cuddles, which the childminder gives in abundance. This helps children to develop a strong sense of belonging and supports their growing confidence as they play alongside others.

The childminder has high expectations of children, who behave extremely well. The childminder offers gentle encouragement to help children develop an understanding of right from wrong. For example, she reminds children not to climb on the furniture. Children show an awareness of routine and what is expected of them. They listen to instructions and help to tidy away toys and resources.

The childminder has taken necessary precautions to reduce the spread of infection during the COVID-19 pandemic. As such, parents do not currently access the setting. That said, the childminder has worked tirelessly to maintain communication. When children could not attend, the childminder provided activity packs and video called children and their families. This helped children to settle quickly after periods of absence.

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

- The childminder knows the children very well and is aware of their abilities and interests. She completes accurate assessments about what children can do through her observations and participation in children's play. This enables her to plan motivating and exciting adult-led activities for children. For example, children begin to notice change as they mix colours together during a painting activity. However, occasionally, the childminder does not differentiate learning opportunities as children engage in their self-chosen play.
- Talking, singing, reading and listening are an important part of the childminder's curriculum. Children enjoy singing their favourite songs. They have an impressive repertoire of songs and recall familiar phrases and actions. The childminder takes every opportunity to develop children's love of books. Children continuously select their favourite stories to share with their friends and the childminder. They describe what they see in the pictures and predict what they think might happen next. This begins to support children's emerging literacy skills and prepares them well for future learning. However, there are less opportunities within the childminder's home for children to see print, signs and labels.
- Children enjoy exploring the wider world around them. They visit places of interest within their local community, which supports their understanding of their

place in society. Furthermore, the childminder ensures that children are able to develop their confidence in social situations. They attend groups and enjoy physical activities at local play centres, where they socialise with others. This prepares them well for the future and life in modern Britain.

- Children are successfully developing an understanding of the importance of leading a healthy lifestyle. They manage their self-care needs competently and understand the need to wash their hands regularly. The childminder provides children with healthy and nutritious snacks and meals. She teaches children about the importance of good oral health. This includes sharing resources, such as brushes and toothpaste, for children to use both in her setting and at home. Furthermore, children begin to learn where food comes from. They grow fruits and vegetables to enjoy at snack time and talk about the importance of healthy eating.
- The childminder is a very knowledgeable, passionate and dedicated practitioner. She continuously reflects on the effectiveness of her provision and works extremely closely with her co-childminder. This helps to ensure that children and their families receive a very good level of care. Parents speak extremely highly of the care and attention their children receive. They comment favourably on the ways that the childminder has supported their children's progress and the difference that she has made.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm, including those of radicalisation. The childminder fully understands the procedures to follow and the appropriate people to contact, should she have concerns about a child's safety or well-being. She has completed comprehensive training to support her role as designated lead and ensures her knowledge remains up to date. The childminder's home is extremely well organised and is a safe environment for children to play and explore. The childminder has comprehensive policies and procedures in place to support the operation and effectiveness of her provision.

What does the setting need to do to improve?

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

- consider how to further differentiate teaching during activities that children have self-chosen, to achieve even higher outcomes in their learning and development
- provide more opportunities throughout the environment for children to learn that print carries meaning.

Setting details

Unique reference number	322563
Local authority	Wigan
Inspection number	10066766
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 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	26 October 2015

Information about this early years setting

The childminder registered in 1996 and lives in Winstanley, Wigan. She operates her service all year round from 7am to 5pm, Monday to Friday, excluding public and family holidays. The childminder has an appropriate early years qualification at level 3. She works with a co-childminder.

Information about this inspection

Inspector

Karen Cox

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 her evaluation of the provider.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The childminder and inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of those living in the household, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022