

# Childminder report

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Inspection date: 19 January 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is outstanding**

Children thrive in the welcoming, safe and homely environment that the childminder has successfully created. They are extremely happy, content and confident. Children are incredibly supportive of each other and their behaviour is impeccable. Older children support younger children when going into the garden by helping them to put on their coats and shoes.

Children eagerly get involved in activities in the purpose-built log cabin. They confidently select a range of resources to help them to recreate stories, such as puppets, storybooks and fabrics. This helps children to develop their recall and imagination skills.

Children enjoy taking part in sensory activities. They learn about arctic animals and develop their mathematical skills when creating their own snow. Children demonstrate good listening skills and follow instructions very well. They learn a range of new words, such as 'squeeze, squirt', 'pour' and 'stir'. This helps to support their communication and language development. Children revisit prior learning and reflect on what they can remember. For instance, they remember that a baby polar bear is called a cub. The childminder skilfully plans her next steps. Through discussions children learn how, with heat, ice melts into water.

The childminder's commitment to her role in providing exemplary care and learning experiences is evident in all that she does. During the COVID-19 pandemic, she recognised the importance of maintaining positive relationships with children to ensure their emotional security. She recorded herself reading a story and sent the video to the children. The childminder delivered a range of indoor and outdoor resources to the children's homes for them to use at home with their parents. This helped to ensure children did not miss out on any learning opportunities.

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

- The childminder is an outstanding teacher, using carefully considered effective teaching strategies to promote children's learning. For example, she uses a range of resources to support older children's understanding of healthy lifestyles, while ensuring younger children are able to develop their large motor skills. The excellent curriculum is embedded into the provision, ensuring it meets the needs of all the children. All children are highly motivated to learn through a range of inspiring learning opportunities provided by the childminder. Children have responsibility for a number of pets, including fish, guinea pigs and rabbits. This enables children to understand the importance of health and self-care skills.
- The childminder is incredibly inclusive of all children. She carefully considers their individual needs, including those with allergies, so that they are able to

access all resources. For example, she creates her own malleable resources, this allows all children to have full use of all resources provided. To help children settle in, the childminder creates family books. This enables children to feel a sense of belonging and supports their social and emotional development.

- Children are encouraged to be independent from a very young age. They are encouraged to put on their own coat and shoes when going into the garden. Children are supported to wash their hands thoroughly at appropriate times. This teaches them about the importance of good hygiene practice and reduces the spread of infection.
- Children enjoy music and movement sessions. They are able to use their understanding to follow a range of instructions and move freely. For example, children explore a variety of musical instruments and listen carefully as the childminder tells them to play 'fast, slow', 'loudly' and 'quietly'. This helps to support children's understanding and physical health. The childminder encourages the children to talk and reflect on their emotions. For example, children talk confidently about their visit to the dentist. They talk about how they felt anxious about going to the appointment.
- To prepare children for life in modern Britain, they learn the importance of recycling and the impact waste can have on the environment. For example, they visit a local community project, which aims to stop food waste going to landfill. To support their understanding of what can be done with the foods, they buy vegetables to make soup for their tea. The childminder encourages children to make their own risk assessments, enabling them to build up an understanding of risks and how to manage them. Children have daily access to a large outdoor play area designed to support their physical needs. They enjoy regular trips to the local woodlands and farm. This experience helps children to identify risks within the environment. For example, children recognise some plants have thorns and should not be picked.
- Children are highly motivated and demonstrate high levels of concentration, when they are learning new things. They display wonderful consideration towards each other, and visitors. The children greeted the inspector on their arrival, politely inviting them into the setting and showing them around. Children know what time of day it is, they are aware of the daily routine and can anticipate what is coming next.
- The childminder frequently reflects on all aspects of her setting. She continues to build on her own professional development for the benefit of the children. She is eager to explore training to help develop children's learning at the highest level. For example, the childminder has recently attended a range of training courses that support the development of her mathematics curriculum. This has helped her to extend the children's understanding of number.
- Parents have high regard for the childminder and appreciate the high levels of communication. Parents comment on how they have built up trusting relationships between themselves and the childminder. Parents describe the childminder as 'supportive' and 'accommodating'. Parents say that they have 'never known childcare like it'.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has an excellent understanding on how to keep children safe. Robust risk assessments are carried out when required. This is to ensure that children are safe when in her care. The childminder has attended an abundance of ongoing training to help maintain an excellent understanding of safeguarding issues, including female genital mutilation, fabricated illness and concerns that are reported locally. She has an understanding of the different indicators of abuse that may suggest a child is at risk of harm and how to take swift action.

## Setting details

<b>Unique reference number</b>	2531630
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10208478
<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>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Wigan. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification.

## Information about this inspection

### Inspector

Jason Holmes

### 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.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The childminder and the inspector carried out a joint observation of a sensory based activity.
- The inspector spoke to a number of parents to gain their view of the childminder.
- The inspector spoke with some of the children to gain their views of the provision.

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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