

Childminder report

Inspection date: 3 February 2022

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
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

The childminder works closely with her husband, who is also a registered childminder. Together they work as a team to provide a warm and welcoming environment. However, the childminder's lack of understanding of the safeguarding procedure and of her responsibility to follow the notification process impacts on children's safety. That said, children demonstrate that they feel happy and secure in the childminder's care. They develop strong emotional bonds with her, which nurtures their confidence and supports their emotional well-being. Children make good progress from their individual starting points. Parents comment that the care their children receive is 'fabulous' and 'it's just like one big family'.

Children behave well. They demonstrate good social skills, for example, while playing cooperatively with their friends. They learn to share and take turns. Children learn positive behaviours through gentle reminders from the childminder.

Children are confident and independent learners. They make good use of the freedom they have to explore the resources and to choose what they want to play with. For example, children construct a den out of soft-play equipment. They initiate in-depth conversations with each other as they decide how they will build it and who will do what. Children enjoy sitting with their friends to look at books. They confidently show adults how to play a favourite educational game on an electronic device.

Parents do not enter the premises as they would have done before the COVID-19 pandemic. However, the childminder shares information with them through technology, daily discussions at the door and a written summary in a daily diary. She shares information about their children's development and next stages of learning. This helps to promote continuity of learning at home.

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

- The childminder has failed to meet a requirement of the 'Statutory framework for the early years foundation stage'. She has not notified Ofsted of a significant event that occurred on the premises. This is a breach of the requirements. Although this breach has occurred, it does not have any significant impact on children's safety, well-being or learning and development. However, in addition, the childminder has failed to follow her own safeguarding procedures to share information with the local safeguarding partnership about potential child protection concerns following the incident that occurred on the premises.
- The childminder interacts with children during their play. She knows the children well and plans activities based on their interests to support their learning. For example, children enjoy searching for pictures of familiar signs, logos, shapes

and numbers which are buried in a tray containing sand. They learn to wait patiently for their turn and help each other to recognise each item. However, at times, the childminder does not focus her teaching sufficiently well to embed what children already know and can do and to provide further challenge to extend their learning to a greater extent.

- Partnership with parents is good. The childminder keeps parents fully informed about their children's day and what they have been doing. Parents speak highly of the childminder. They state how pleased they are with the level of care she provides and the progress their children make. Although two-way information-sharing is in place with parents, this is not implemented with the other settings that children attend to further support continuity in their care and learning.
- The childminder teaches children about healthy eating and how to maintain a healthy lifestyle. She provides children with healthy, nutritious meals and snacks. Children learn how to cook and bake. They excitedly recall how they made 'magic soup' and how the vegetables disappeared when they were cooked in the pan. Children enjoy outings in the fresh air. They go for walks in the local area where they explore the natural environment and engage in physical activities. For example, children play ball games and ride wheeled toys in the open play spaces close by. They also visit places of interest, such as a local farm, to broaden their understanding of their local community.
- Children learn the importance of washing and drying their hands after messy play and before eating. Babies are supported to feed themselves. Older children learn to use tools safely, such as when using knives to spread butter onto their roll. However, at times, children's independence is not further extended. For example, children do not pour their own drinks or peel and slice the fruit presented to them. These tasks are completed by the childminder and her husband.
- The childminder is passionate about providing children with good-quality care and education. She uses her curriculum to plan experiences for children to help them progress in their development. The childminder and her husband work well together as a team to support children's learning. The childminder takes part in regular training to support her professional development.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not demonstrate a clear understanding of the action to take for contacting the local authority designated officer and Ofsted in the event of a child protection concern. That said, the childminder is aware of the signs and symptoms that may indicate that a child is at risk from harm or abuse, including the risks associated with extremist views or behaviours. Children are kept safe as they play. The childminder maintains a suitable environment for children. She completes appropriate safety checks to minimise potential hazards. Children learn how to keep themselves and others safe while going on outings to public play spaces.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve knowledge and understanding of the action to take for contacting the local authority designated officer and Ofsted in the event of a child protection concern.	23/02/2022

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

- develop skills to be able to embed and challenge children's learning even further and build on what they already know and can do
- strengthen partnerships with the other settings that the children attend to further support continuity in their care and learning
- extend opportunities for the older children to increase and practise their independence skills.

Setting details

Unique reference number	322556
Local authority	Wigan
Inspection number	10220958
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	0 to 4
Total number of places	12
Number of children on roll	13
Date of previous inspection	5 May 2017

Information about this early years setting

The childminder registered in 2001 and lives in Orrell, Wigan. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years childcare qualification at level 3. She works closely with another childminder working at the same premises. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carys Millican

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 their evaluation of the setting.
- The childminder and the inspector completed a learning walk together and discussed the curriculum and what the childminder wants children to learn.
- The inspector spoke to the childminder at appropriate times during the inspection. She observed children taking part in activities with the childminder and assessed the impact on children's learning.
- Parents shared their views in discussion with the inspector during the inspection, and the inspector took account of the views of parents provided in writing.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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