

Childminder report

Inspection date: 7 March 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 are happy and settled at this nurturing setting. They have adapted well to changes in routines, due to the COVID-19 pandemic. For example, children enter the setting with ease, even though their parents do not currently go in. The childminder prioritises getting to know children and their families during the initial settling-in period and throughout their time at the setting. This helps children to feel safe and secure.

Children demonstrate positive attitudes towards their learning and freely express their own ideas during their play. For example, they ask for plasters to use during role play with dolls, saying that 'I want to be a doctor'. Children pretend to feed dolls with water and play food. They develop their small-muscle skills while playing with dough and stacking wooden blocks into towers. Children explore the sounds that different musical instruments make. They giggle with excitement as they look at their reflections in a mirror. Outdoors, children practise their large-muscle skills as they throw balls and ride the toy tractor. The childminder encourages children to search for different objects in the garden, such as leaves and rocks, to use to make prints on paper with paint.

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

- The childminder's vision is for children to be 'happy and learning'. She explains that her work is made worthwhile due to the 'little achievements' that children accomplish. Self-evaluation includes the views of children and parents. This enables the childminder to identify ways to continually improve. For example, she is working towards fully embedding an 'eco' approach in the setting. The childminder follows an effective programme of professional development to keep her knowledge and skills up to date.
- Children, including those with funded places, make good progress. Overall, the childminder provides children with a broad curriculum that builds on what they already know and can do. For example, children plant seeds and are eager to see if they have grown. That said, the childminder does not always plan and implement activities to focus precisely on children's interests and individual learning needs. This means that children do not always fully engage to meet their next steps in learning.
- The childminder promotes children's communication, language and literacy skills well. She encourages children to snuggle up under blankets to listen to stories, which the children can choose for themselves. The childminder introduces children to new words, which they repeat, such as 'pattern' and 'delicious'. This helps children to increase their vocabulary. They are developing into confident communicators, happily talking and sharing their opinions. For example, children smile with delight as they say, 'I love rainbows'.

- In the main, care practices are good. Children eat healthy foods and have access to fresh water throughout the day. They learn the names of different fruits and vegetables, such as grapefruits and peppers. Children develop their physical skills. For example, they learn how to walk safely down steps. However, the childminder does not consistently follow robust hygiene practices. For example, children do not always wash their hands before eating food, or after wiping their noses. This means that children are not being taught why good hygiene practices are important to keep themselves healthy.
- Children show good behaviour. The childminder supports them to share toys with their friends. Children learn right from wrong and that their actions can have an impact on others. They learn how to care for animals by feeding and stroking the pet rabbit.
- Partnership working is strong. The childminder establishes links with schools and the other settings that children attend. This aids continuity in children's care and learning. Parents value the daily updates and photos, which the childminder sends about their children's care and learning. They say that their children 'love attending' and have 'come on so much'. The childminder helps parents to continue their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes robust risk assessments to ensure that the premises are safe and secure. She completes regular training to keep her safeguarding knowledge up to date. The childminder has a secure understanding of how to keep children safe and knows the steps to take if there are concerns about children's welfare. She understands safeguarding issues, such as sexual abuse and neglect. The childminder knows the actions to take in the event of an allegation made against herself or a household member. Thorough procedures ensure that all adults living in the household are suitable to have contact with children.

What does the setting need to do to improve?

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

- plan and implement the curriculum with even more precision, so that activities consistently engage children and build on what they need to learn next
- strengthen hygiene practices and teach children why these are important, to promote children's good health.

Setting details

Unique reference number	EY412796
Local authority	Wigan
Inspection number	10066802
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 10
Total number of places	12
Number of children on roll	12
Date of previous inspection	5 April 2016

Information about this early years setting

The childminder registered in 2010 and lives in Wigan. She operates all year round, Monday to Friday, 6am to 6pm, except for bank holidays and family holidays. The childminder has an early years qualification at level 3.

Information about this inspection

Inspector

David Lobodzinski

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 his evaluation.
- The childminder and the inspector had a tour of the premises and completed a learning walk to ascertain the childminder's intent and rationale for the early years curriculum.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact these had on children's learning.
- An observation of an activity was carried out, and the inspector and the childminder discussed this afterwards.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the training of the childminder.
- The inspector held discussions with a parent to obtain their views.

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