

Childminder report

Inspection date: 9 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's home. The childminder supports their emotional well-being and is sensitive to their individual needs. For example, she uses visual aids to help anxious children to feel settled in the mornings. They love the fresh air and choose to play outdoors. Children immediately find the ride-along cart and show that they are eager and ready to go on the nature walk.

Children are actively involved in learning about and caring for wildlife and the natural world. For example, during local walks, children enjoy looking for cows in the fields. Children later recall and reflect on their experiences as they explore images of different breeds of cow. Children are inspired to learn and demonstrate a deeper understanding of the world around them.

Children benefit from a range of stimulating activities that excite their imaginations and encourage them to investigate. They show soaring levels of determination to complete complex tasks. For example, they try to catch the long worm with a scoop and attempt to pull the stuck wellington boot out of the thick mud.

Children's speech and language skills are developing well. The childminder understands the skills that lay foundations for children's speech development and plans well for this. For instance, children enjoy blowing on windmills to make them spin. These actions support the physical skills needed to form different sounds, in preparation for speaking.

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

- Children maintain strong bonds with the childminder, who is nurturing in her interactions with children. Children are always given choices about which books they want to read. This helps to build their thinking skills and allows them to respond with their thoughts and ideas.
- The childminder supports children as they make different bird feeders. Children use berries which they collected during their walk and mix these with bird food and lard. Sometimes, children fill the bird feeders with the grains only. This enables children to increase their understanding of making bird feeders in more than one way.
- The childminder offers children with special educational needs and/or disabilities (SEND) excellent support and attentiveness. She provides soothing hand massages, which helps children to improve the flexibility in their fingers and establish their grip. Children with SEND learn new skills and practise using pipettes to transport water and paint. This helps them to further strengthen their finger muscles. The childminder has established partnerships with other

professionals. She contributes to information-sharing, which helps to provide a consistent approach to children's care and learning.

- The childminder encourages good hygiene practices as part of children's daily routines, such as washing hands before eating. She encourages children to eat healthy foods and offers them water to drink. Children enjoy trying foods such as raspberries and blueberries.
- Robust risk assessments and procedures are followed to ensure that children stay safe on outings. For example, the childminder knows the local dog walkers and has discussed and shared the risk assessments with them to communicate the procedures to ensure that everyone stays safe.
- The childminder monitors children's progress and has a clear idea of where they are in their learning. She knows what they need to learn next and identifies appropriate steps for their development. Children learn to manage their own risk when they climb up the steep hill. There is a good focus on children's physical development.
- Partnerships with parents are good. The childminder works with parents on managing behaviour and toilet training practices. Parents state that they feel reassured by the daily contact with the childminder.
- The childminder understands that children have had limited opportunities to socialise with others during the COVID-19 pandemic and is aware of the impact this has had on their personal, social and emotional development. Therefore, she provides an extended settling-in period to help children to become familiar with her and to feel confident and safe in her care.
- The childminder upholds mandatory qualifications, such as paediatric first aid and safeguarding. She reflects on her practice and areas of improvement. However, the childminder has not accessed further professional development in order to improve her teaching further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of safeguarding and child protection. She is aware of the indicators of abuse, including any concerns associated with female genital mutilation and radicalisation. The childminder understands her role and responsibility to keep children safe and the procedures to follow if she is concerned about a child. She ensures that children are continuously supervised when in her care and carries out daily checks of her home to identify and eliminate any potential risks. The childminder records all accidents which the children have and reports these to parents.

What does the setting need to do to improve?

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

- identify training needs and professional development opportunities to help to improve teaching to a higher level.

Setting details

Unique reference number	2496499
Local authority	Wigan
Inspection number	10207691
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	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Tyldesley, Manchester. She operates during term time from 7.50am to 5pm, Monday to Friday. The childminder holds an appropriate childminding qualification.

Information about this inspection

Inspector

Maryam Chauhan

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector sampled a range of documentation, including the paediatric first-aid certificate and public liability insurance.

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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