

# Childminder report

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Inspection date: 17 March 2022

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

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

### The provision is good

Children have developed close bonds with the childminder, who has a very warm and nurturing approach. They demonstrate caring and friendly behaviour. For example, older children help younger children to turn the tap on so they can wash their hands before lunch. Children are polite and show respect to one another. They play cooperatively and take turns to build a tower with empty boxes. Children clearly enjoy spending time learning together in this welcoming setting.

The childminder has high expectations for children's behaviour. This works well in practice. Young children are learning to share and take turns. Older children demonstrate a secure understanding of routines and know what is expected of them. For example, they know to remove their shoes before entering the childminder's home. Children show independence as they eagerly instruct a voice-activated speaker to play 'the tidy-up' song. This motivates children to tidy the resources away.

Children demonstrate a love of learning. They engage in a range of experiences and show focus. For example, children concentrate intently as they listen to 'We're Going on a Bear Hunt'. They happily join in and recite parts of the story. Children show determination as they create trees and make forests from play dough. They develop their hand muscles by manipulating the dough with tweezers and tools. This helps to prepare them for when they start to write.

Due to the COVID-19 pandemic, the childminder has adjusted some of her routines. Parents no longer enter her home, and children sanitise their hands as they come in. The childminder has adopted stringent hygiene procedures to help keep children safe.

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

- The childminder knows the children well and plans activities that reflect their interests. She gathers precise information from parents prior to children starting. This enables her to build on children's existing experiences and abilities. However, occasionally, the activities are too challenging. For example, young children who are just developing their communication skills are asked questions about their emotions and feelings. They do not understand what is being asked. This does not help to sequence their learning.
- Children explore the environment and make choices in their play. The childminder supports younger children to do this by using visual prompt cards and a picture timetable. However, at times there are too many activities and resources on offer. This means that children can be a little overwhelmed. They become frustrated as they cannot always follow their interests and develop their

skills independently.

- Children benefit from lots of opportunities to manage risks as they play. For example, children concentrate as they carefully climb up steps to the slide. Their safety is fully assured because the childminder is on hand to offer support, if needed. She holds their hands and counts the steps. Children cheer in delight as they reach the top, happy with their achievement. This supports children to develop their self-confidence and resilience.
- The childminder provides a range of familiar and new experiences for children to explore their community. This helps children to build a good understanding of the world in which they live and to develop their vocabulary as they learn. The childminder plans regular outings to local parks, nature trails and farms. Children are excited as they recall a recent visit to a farm. They point to the photos of the visit as they talk about the sheep. They share facts that they have learned and explain that 'the baby is called a 'lamb'.
- Children have lots of opportunities to develop their communication and language. The childminder talks to the children as they play, so they can hear correct language structures in use. As children fill buckets with water, the childminder introduces them to mathematical concepts. She asks, 'Why is this bucket harder to carry?,' and talks to the children about weight. As a result, children quickly start to use newly introduced vocabulary as they talk about 'light' and 'empty'.
- The childminder prepares children for the next stage of their education. For example, she takes children to playgroups to enhance their social development. Children also attend groups based at the local schools and Sure Start centres that the children will move on to. As a result, children become familiar and confident in the new environments. This helps children to have a smooth transition to their new school or nursery setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues. She has recently completed training, to ensure that her knowledge remains up to date. The childminder is aware of how to report any concerns about children's welfare. She demonstrates a robust understanding on how to respond in certain situations, including supporting children who may be at risk of exploitation. The childminder maintains a safe and secure home. She confirms the identity of visitors through a camera before opening the door. If the front door is opened, an alarm sounds to alert the childminder. This ensures that children cannot leave the premises unsupervised and that unwanted visitors cannot enter.

## What does the setting need to do to improve?

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

- provide activities that always build on what children know and can do
- develop an enabling environment that meets children's individual learning needs and interests.

## Setting details

<b>Unique reference number</b>	EY562891
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10191390
<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>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 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 a childcare qualification at level 3.

## Information about this inspection

**Inspector**  
Deborah Magee

## 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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder provided the inspector with a sample of key documents on request.
- Parents shared their views on the setting with the inspector.

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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