

Childminder report

Inspection date:

23 March 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder gives children the best possible learning experiences. Children have a strong sense of belonging and their independence is truly nurtured. There are personalised areas throughout the childminder's home for children's coats and hand towels, as well as a designated place for their belongings. The children need no adult intervention to access their own things. They access the differentiated resources, use them meaningfully and return them when they have finished. For example, they choose their favourite books, orientate them appropriately, recall the sequence of the story and turn the pages beautifully. Children are gaining an abundance of skills and they are fortunate to be in the childminder's care.

Throughout the COVID-19 pandemic, the childminder could not visit local schools to support children's transitions, so she adapted her approach. She met teachers in the local park to update them on children's learning and progress. This process kept children safe and enabled important information to be shared. This helped to provide a seamless transition for children.

Children learn about differences and are developing a strong sense of who they are. They learn about disabilities and the special features we all have that make us individual. The childminder is not afraid to celebrate these differences and uses books as well as real-life situations, to explore these with children. As a result, children are inquisitive learners and ask lots of questions. For example, when children point out their body parts that are specific to a gender, the childminder questions children about who else is the same in the setting. These meaningful conversations extend children's learning incredibly well.

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

- During the COVID-19 pandemic, the childminder remained in touch with her families for the month she was closed. The children returned to her home seamlessly as she had been in close contact with them throughout their absence.
- Language and communication features very highly in this setting. Children sing with gusto as they take part in fixed routines, such as the 'song bag time'. They thoroughly enjoy selecting new items from inside the cloth bag, which helps them to build a repertoire of songs and actions. Children are building confidence quickly and delight in learning new songs.
- The childminder also enhances children's communication through innovative activities, such as the 'talking table' that has an array of interesting objects. These well-thought-through activities have had a profound impact on children's speech and language acquisition. For example, two-year-olds are communicating in clear structured sentences. There is no cap on what children can achieve at

this setting.

- More established children are eager to take on responsibilities. They guide new children by the hand and show them all the exciting toys and activities provided. Children's nurturing behaviour is a credit to the childminder. She embeds this approach by skilfully teaching children to be kind and considerate to others.
- Every moment observed is a learning opportunity for children. They name and count fruit at snack time and recognise their own pegs when it comes to handwashing. Children are deeply engaged in activities such as mark making outdoors. They independently choose resources and are proud of their achievements.
- The childminder has exceptionally high expectations for the children's self-help skills. Children as young as two years old attempt to zip up their own coats after putting them on independently. The childminder encourages the dexterity needed for this by providing differentiated fine-motor activities, such as interlinking blocks in the construction. The childminder provides smaller pieces provided as the children become more adept at using them.
- The childminder provides meaningful activities, which build on children's interests and next steps in learning. For example, she identifies that some children need to begin on their journey of number recognition while others need counting reinforcement. The childminder's comprehensive knowledge of child development and the learning steps that children need to master, enable children to succeed.
- Children are extremely patient and courteous towards others. For example, during group activities, they are very mindful of whose turn is next as they wait patiently for their turn. The childminder plans these meaningful activities to help children understand British values. Children are exceptionally well behaved and show high levels of respect for others. These important skills prepare them well for school.
- The childminder encourages children to take risks within the safety of her home, the garden and places she visits. During outdoor activities, older children are mindful of how their play can affect the younger children. For example, when using the pedal car, they check the younger children are not nearby so they cannot get hurt. Children really look after each other.
- Children are encouraged to be inquisitive about their surroundings and the natural world. Babies quickly understand the word 'no' as they try to put stones into their mouths. These boundaries help all children to develop self-regulation from a very young age.
- Children who come from disadvantaged backgrounds flourish at the setting. The childminder has in-depth knowledge of the children and knows how to meet their individual needs. She regularly communicates with parents and carers, which provides continuity for children. She also provides ideas to parents on how to help their children to develop cooperative behaviour.
- Parents speak exceptionally highly of the childminder. They talk about how she actively searches for ways to improve their children's language and behaviour. Parents express how much the childminder involves them in their children's learning. They also praise the childminder for her consistent boundaries and the support she offers to their children. Parents say their children have made great

strides in their behaviour. The childminder feels that her families are an extension of her own family. This can be seen in the sheer joy the children have to be around her and in her home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is extremely knowledgeable and experienced in the areas of child protection and safeguarding. She knows how individuals or groups with extreme attitudes and behaviours might have a negative impact on children and their families. To keep her knowledge up to date, the childminder refreshes her safeguarding training on a regular basis. She is well versed in recognising signs of abuse or neglect and knows how to report them to the appropriate agency in a timely manner. She has all details for recognising and reporting any concerns to hand. This ensures the correct local protocol is followed. When concerns have previously arisen, the childminder has acted swiftly to protect children. She has liaised with appropriate agencies ensuring the safety of children is paramount.

Setting details

Unique reference number	EY551199
Local authority	Wigan
Inspection number	10174140
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	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Tyldesley. She operates all year round from 7.30am until 5.30pm, Monday, Wednesday and Thursdays, except for bank holidays and family holidays.

Information about this inspection

Inspector

Denise Barnes

Inspection activities

- This was the first 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 made observations throughout the inspection of children's experiences in the setting.
- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- Observations of activities were evaluated by the inspector and the childminder.
- A meeting was held with the childminder. This included a review of relevant documentation, including evidence of suitability and training.
- Verbal feedback and written comments provided by parents were reviewed by the inspector.
- The inspector spoke to the children about their experiences in the setting.

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