

Childminder report

Inspection date: 6 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy and continuously demonstrate that they feel safe and secure with this friendly and welcoming childminder. They settle extremely well and interact positively with the childminder and their peers. Children display a good attitude towards learning. They are motivated and keen to take part in the activities provided.

Children play cooperatively together. Older children are very keen to help their younger friends. Children understand what is expected of them. They listen to the childminder's instructions and quickly respond. For example, they help to tidy away toys before beginning a new activity. Children follow the childminder's rules, such as taking their shoes off when they arrive. They behave appropriately for their age and are learning to share and to take turns.

Children develop healthy lifestyles in the childminder's care. They benefit from regular opportunities to engage in fresh air and exercise through walks and visits to local parks. The childminder has taken very effective steps to keep her home safe and clean during the COVID-19 pandemic. For example, she ensures that all visitors and children sanitise their hands on arrival. Furthermore, children fully understand the necessity of doing this as they talk about 'germs' and the importance of handwashing.

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

- The childminder successfully gathers detailed information about children before they start at her setting. She finds out about their likes and dislikes and talks to parents about where their children are in their learning and development. The childminder finds out about the existing skills children have and what they already know. She uses this information to plan interesting and engaging activities from the outset. This supports children to make good progress in their learning.
- The childminder is kind and caring in her approach. She listens to children's ideas and suggestions and helps children to make choices as they play. However, in her eagerness to assist, the childminder occasionally completes tasks for children that they could attempt to do for themselves. For example, she butters toast for children at snack time and wipes their hands and faces for them when they have finished eating.
- Children concentrate intently as they thread pasta shapes onto coloured laces. The childminder encourages children to count how many pasta shapes they have successfully threaded. However, she does not embrace opportunities as children play to teach more mathematical concepts, such as quantity, shapes and measures, to help extend their knowledge and understanding further.

- The childminder successfully supports children's emerging language skills. She continually chats to children as they play, modelling conversation and asking them questions about what they are doing. For example, as children enjoy creative tasks such as colouring a picture of a monkey, the childminder encourages them to talk about the colours they have chosen to use and why. She talks to them about where monkeys live, and children are able to draw on their own experiences of seeing a monkey at the zoo. These interactions help to ensure that children hear and use a rich variety of vocabulary and become good and confident communicators.
- The childminder encourages children's love of books. Children enjoy choosing their favourite stories and snuggle together with the childminder to listen to her read. The childminder encourages young children to turn the pages, talk about what they see in pictures and predict what they think will happen next. Older children enjoy reading to their younger friends and relish the responsibility of doing so.
- The childminder is a well-qualified and experienced practitioner. She attends training regularly to help ensure that her knowledge and skills remain up to date. She communicates with other local childminders, working closely with them to share good practice and ideas. The childminder reflects on her practice and uses any comments from parents to help make future improvements.
- Partnerships with parents are strong. The childminder shares a wealth of information about children's development through her daily discussions and an online app. Parents comment that they feel very informed and appreciate the photos and updates that the childminder sends them daily. Parental feedback is overwhelmingly positive. Parents describe how happy their children are and how much progress they have made since attending.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth knowledge of the possible signs and symptoms of abuse and how to keep children safe. She understands a wide range of safeguarding issues, such as radicalisation and child exploitation. The childminder ensures that all mandatory training is completed in a timely manner, including updating her first-aid qualification and her safeguarding and child protection awareness. Children are supported to learn how to keep themselves safe. For example, they understand that they must not run across the mat in case they slip and hurt themselves. The childminder completes daily checks of her home to ensure that there are no potential hazards or risks for children.

What does the setting need to do to improve?

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

- provide further opportunities for children to develop their independence skills
- enhance the teaching for mathematics to increase children's learning even further.

Setting details

Unique reference number	322592
Local authority	Wigan
Inspection number	10069880
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	8 September 2014

Information about this early years setting

The childminder registered in 1997. She lives in the Tyldesley area of Astley, Manchester. She operates all year round from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Karen Cox

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 her evaluation of the provider.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of those living in the household, qualifications, first-aid certificates, and policies and procedures.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.

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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