

Childminder report

Inspection date: 29 April 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 form secure relationships with the childminder, who is kind and nurturing in her approach. Children are clearly happy and feel safe. They enjoy the time they spend at this warm and welcoming setting.

Children are confident and eagerly join in with activities. When playing independently, children select what they would like to play with and spend a long time concentrating on their chosen tasks. For example, children choose to play with dolls. They work collaboratively to 'feed' the babies and try hard to sit them up. Children learn new vocabulary, such as 'weaning', as they play. They receive praise and encouragement from the childminder. This helps children to feel valued and secure.

Children understand what the childminder expects of them. There are rules in place to help them to learn right from wrong. Children use their manners and show kindness and respect for one another. They learn to share and take turns. Children happily take turns lifting flaps in a pop-up book. They behave appropriately for their age. Following the COVID-19 pandemic restrictions, the childminder has been supporting children's confidence in social situations by planning outings. As a result, children are mostly confident around the inspector and excitedly share their toys and engage in conversations.

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 and build on what children already know. The childminder knows the children enjoy using play dough. She encourages children to use a variety of tools to manipulate the dough. This helps to strengthen children's hands for when they learn to write.
- The childminder does not always demonstrate a precise understanding of how young children learn. She has not created a balance of adult-led and child-initiated play. As a result, activities are too heavily adult-led, which means that children are sat down at tables for considerable lengths of time. This does not meet all children's needs and, as a result, they become restless and disengaged. This impacts on learning.
- Children are confident communicators. The childminder enthusiastically reads books and recites rhymes to the children. Children independently request their favourite song through a voice-activated speaker. This enables children to develop their knowledge of different language structures and a wide range of vocabulary in use.
- The childminder teaches children about the property of shapes. However, she does not consistently use mathematical language. For example, she describes

small shapes as 'baby' shapes and larger shapes as 'grown up' or 'mummy' shapes. As a result, children do not develop a clear understanding of mathematical language relating to measurement.

- Parents consistently give positive comments about the care their children receive. Parents are happy that they receive photos and information about their children's experiences. However, the childminder does not provide suggestions to parents about how they can further support children's learning at home.
- The childminder provides a range of experiences for children to explore the local community. The childminder plans regular outings to local parks, nature trails and shops. Children are excited as they recall a recent outing. They talk about climbing trees and explain that flowers grow in spring. Children develop a good understanding of the world around them.
- The childminder prepares children for the next stage of their education. For example, she is part of a network of childminders who regularly meet up. This helps to enhance children's social development. Children become confident in large groups of children and familiar with new environments. This helps children to feel secure and prepared for their transition to their new school.
- Children benefit from opportunities to manage risks as they play. For example, children concentrate as they carefully climb up steps to the slide. When children are unsure, they ask the childminder to hold their hands. Children cheer in delight as they reach the top and are happy with their achievement. Children develop their self-confidence and resilience.

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 teaches children how to keep themselves safe when out in the local community. Children know to hold hands and learn about road safety.

What does the setting need to do to improve?

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

- strengthen partnerships with parents so that they know how to support children to learn at home
- enhance routines so that there is a balance of adult-led and child-initiated activities
- use language that enables children to develop their mathematical understanding.

Setting details

Unique reference number	EY553215
Local authority	Wigan
Inspection number	10174257
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Wigan. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Deborah Magee

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 viewed the provision and discussed the safety and suitability of the premises with childminder.
- The childminder and the inspector had 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 documentation on request
- Parents shared their views of 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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