

Childminder report

Inspection date: 5 July 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

The childminder has a kind and caring nature. Children show that they feel safe, happy and settled in her home. They form strong emotional bonds with the childminder and firm friendships with each other. Children are enthusiastic learners, who explore the environment with confidence and make choices in their play. The childminder has high expectations for children's behaviour. She sensitively reminds children to use good manners. She is a positive role model and children are learning to be kind and considerate to their friends.

Children show good levels of independence and attend to their own personal care needs effectively. For example, they put on their coats and wellington boots ready for outdoor play. In the garden, younger children thoroughly enjoy jumping and splashing in shallow containers filled with water. They demonstrate good physical skills. Older children fill watering cans and buckets with water to wash the toys. The childminder teaches children about healthy lifestyles. For instance, she grows peas and tomatoes with children in the garden. Children are eager to eat them when they are ripe. They pick peapods and discover the fresh peas hidden inside. This helps children to understand where food comes from.

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

- Following the COVID-19 pandemic restrictions, the childminder has placed a stronger emphasis on supporting children's confidence in social situations. For example, she takes children out into the community where they regularly meet up with other children and childminders. Children are confident and happy to interact with the inspector. They are keen to share their favourite story books and engage in conversations.
- The childminder keeps parents well informed and involved in their children's learning. She encourages parents to access extra support from external agencies, where required. The childminder works well with parents and other professionals, such as speech and language therapists, to implement targeted interventions for children. As a result, any gaps in children's communication and language skills diminish quickly.
- Children are learning to recognise, understand and manage their own feelings and behaviours. For instance, the childminder uses story books to help children to talk about different emotions, so they can express how they feel. This positively supports their emotional development.
- The childminder has a clear idea of what she wants children to learn across the areas of learning. Overall, she uses information from her assessments of children's learning well to plan activities and experiences that children enjoy. However, on the odd occasion, children do not always have enough chances to revisit activities to consolidate and build on their learning further. For instance,

when children ask if they can repeat an activity again, the childminder is occasionally too quick to move them on to the next activity.

- The childminder teaches children about nature and life cycles. For example, children learn how caterpillars become butterflies. They show high levels of curiosity and inquisitiveness. Younger children are very excited as they notice butterflies fluttering in the butterfly net. They exclaim, 'wow' and 'ooh' as they point to the colourful insects. However, the childminder does not consistently make the most of these spontaneous opportunities to extend children's learning further.
- The childminder supports children to be independent. For example, older children use safety knives to cut up fruit for their snack. Younger children help to tidy away their coats and shoes. Children pour their own drinks when they are thirsty. They develop good self-care skills.
- The childminder teaches children about good oral hygiene from an early age. She encourages them to brush their teeth with their own toothbrush and toothpaste that she provides. The childminder shows children the correct way to brush their teeth and explains the importance of this. Children learn that regular brushing helps to prevent tooth rot.
- The childminder completes regular safeguarding and first-aid training to keep her knowledge up to date. However, she reflects that she would benefit from more focused professional development opportunities to extend her knowledge and teaching skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms that might indicate neglect or abuse of children. She understands the procedures to follow and who to contact should she have any concerns about a child's welfare. The childminder assesses risks in her home and on outings and takes action to minimise any hazards to children. She provides effective support for children, so they learn how to manage risks safely. For example, she teaches children how to cross the road safely using pedestrian crossings.

What does the setting need to do to improve?

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

- give children more opportunities to revisit activities to consolidate and enhance their learning further
- consider how spontaneous opportunities that arise during play are used to extend learning effectively
- enhance the programme for professional development to extend the good knowledge and teaching skills further.

Setting details

Unique reference number	322645
Local authority	Wigan
Inspection number	10066767
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 July 2015

Information about this early years setting

The childminder registered in 2001 and lives in Leigh, Lancashire. She operates all year round, from 7.30am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4.

Information about this inspection

Inspector

Daphne Carr

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 provider and has taken that into account in their evaluation of the setting.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while they viewed the premises.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interaction between the childminder and children, and discussed their progress.
- The inspector read and considered written comments from parents during the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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