

# Childminder report

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Inspection date: 12 July 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 are confident and sociable. They build close relationships with the calm, friendly childminder. Babies are happy and content. They enjoy cuddling into the childminder and like to ensure she is close, so they feel secure. Children are well mannered and polite. They are consistently heard saying 'thank you' during their play. Children understand rules and boundaries well. For example, they independently access all resources and tidy them away before getting more. Children benefit a great deal from regular outings which extend their learning. For example, the childminder takes them to local stay-and-play sessions where they develop their social skills when meeting new people.

The childminder provides high-quality opportunities for children to practise their communication and language skills. She encourages the use of correct pronunciation and introduces new vocabulary. For example, while enjoying preparing their snack, children discuss the importance of being careful when using a sharp knife. The childminder uses good eye contact, facial expressions and repetitive language to engage babies in their play. Older children enjoy creative activities and number games. This helps promote children's self-confidence and social skills. Children are eager to learn and are developing the skills and attitudes they need to help them succeed in school.

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

- The childminder is committed to her ongoing professional development, to further improve and develop her setting. She has attended training to support her in fostering children's communication skills, and she has ongoing plans to use the learning from this training to enhance her practice further. For example, she plans to explore more natural resources, such as sticks and wood, and spend more time outside.
- The childminder knows the children well. She plans activities to follow children's interests and to support their developing skills. However, the childminder does not always focus enough on what her observations are showing about what children know and can do. This means that, occasionally, she is not able to accurately challenge children and plan for their precise next steps in learning.
- The childminder encourages children to use their mathematical skills in their play. She asks the children how many strawberries they have on their plate. Children confidently use mathematical language in their conversations with the childminder. They tell the childminder that their jug is 'too full' of water to carry by themselves, and that the sand is 'too dry' to build a castle and needs more water. Children's knowledge of mathematics is developing well.
- The childminder reads stories to the children and teaches them to recognise the letters in their names. She supports children's early literacy skills well. She

regularly shares stories with the children. As she reads the story of 'The Very Hungry Caterpillar', she introduces the names of the different foods. She repeats language back to the children and gives them lots of encouragement when they have a go at saying a new word. This means that children's communication and language development is well supported.

- Partnerships with parents are strong. The childminder supports transitions by visiting school nursery open days before the children start. She keeps parents well informed of their children's progress and shares ideas with them about how to support learning at home. Parents say that their children enjoy being with the childminder and that they feel safe with her.
- Children's physical skills are supported well. They are provided with many opportunities to develop their small-muscle skills, such as cutting with scissors and exploring different everyday objects in treasure baskets. Children use these skills to confidently cut up their own fruit at snack time.
- The childminder is a very positive and consistent role model. Expected behaviours are clearly explained. Favourite activities are well used to help the youngest children learn how to take turns. Children have good opportunities to do things for themselves. For example, they easily put on their own shoes before going outside to play. Consequently, children are developing their independence.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She knows the potential signs of abuse and who to report her concerns to. She is aware of the signs that a child may be at risk of being exposed to extreme views or behaviours. The childminder supervises children well and teaches them how to keep themselves safe. For example, younger children use knives safely as they ensure they cut fruit carefully for snack. The childminder demonstrates her understanding of how to ensure children are kept safe when on outings. She has attended first-aid training and keeps records of accidents and medication administration.

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

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

- focus more precisely on what observations show about children's knowledge and use this to consistently plan suitably challenging activities.

## Setting details

<b>Unique reference number</b>	2539644
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10231999
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in the Tyldesley area of Manchester. She operates all year round, from 7.30am to 6pm, from Monday to Friday, with the exception of bank holidays and family holidays.

## Information about this inspection

### Inspector

Suzy Marsh

### 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 childminder showed the inspector the premises and discussed how she ensures that they are safe and secure.
- A learning walk was completed with the childminder to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector and the childminder carried out a joint observation of an activity.
- Parents shared their views and the inspector took these into account.
- The childminder provided the inspector with a sample of key documents on request.

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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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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