

# Childminder report

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Inspection date: 25 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 in this setting are happy. They have good bonds with the childminder. Children seek out the childminder for a cuddle if they are tired. They enjoy looking at pictures of themselves and their family. This sparks conversations about children's home life and helps them to feel settled. Children in this setting are safe and secure. The childminder has high expectations for children's learning and behaviour. Children are polite and use their manners well. They sit together at the table for their mealtimes and enjoy chatting to each other and the childminder about what they are eating. Children are making good progress in their development. They enjoy spending time learning outside. Children help to set up the outdoor environment, choosing the resources they want to play with. They have great fun blowing, chasing and trying to pop bubbles. The childminder encourages children to repeat and sound out new words, such as 'pop'.

The childminder has identified that there are some gaps in some children's personal, social and emotional development. This is in response to the COVID-19 pandemic. The childminder tailors settling-in sessions to meet the needs of individual children. This supports children to settle quickly into the setting.

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

- The childminder has a clear idea about what she wants children to learn to prepare them for their next stage in learning. She plans well-sequenced activities that build on what the children already know and can do. However, on occasion, the childminder does not always allow children to finish what they are doing before she sets up the next activity. At times, this interrupts what children are focused on and does not always support children to develop the highest levels of involvement and engagement in their learning.
- The childminder makes good use of questions to encourage children to think for themselves and problem-solve. For example, she encourages children to think about how they can get water from the tray to go down ramps and make wheels turn. However, some of the books the childminder chooses to read to children do not always ignite their interest or encourage them to become actively involved in the story. Therefore, at times, some children become distracted.
- Children learn different ways to keep themselves healthy. They get daily fresh air and exercise. Children enjoy playing and being physically active in the garden. They learn about how to keep their teeth healthy through regular brushing. Children enjoy visiting the local community, going on walks and visiting the park. This enables them to meet and socialise with other children.
- Children are starting to develop their independence skills. The childminder encourages them to wash their hands regularly throughout the day, including before mealtimes. The childminder offers the children lots of gentle

encouragement to follow the setting rules, such as being kind, tidying up and good listening and sitting. Occasionally, children struggle to follow some of these and understand how their behaviour affects others.

- Children are starting to learn what makes them unique. The childminder supports children to celebrate their own cultures and ways of life and learn about those of others. This helps children to understand about the world around them.
- The childminder keeps her mandatory training, such as paediatric first aid, up to date. The childminder evaluates her setting effectively. She is part of a wider childminder networking group. This helps her to share good practice and make changes to her provision to improve the experiences of children.
- The childminder uses different approaches to communicate with parents. She shares important information with them about what children have been doing during their time at the setting. The childminder shares children's next steps in learning with parents. This allows parents to continue supporting children with their learning at home. Parents comment that they are happy with the care and education that the childminder provides. They express that their children enjoy attending the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding. She keeps her training up to date. The childminder is aware of the possible signs and symptoms of abuse. She is aware of the correct reporting procedures to follow if she has a concern about the welfare of children. The childminder correctly records and reports accidents and incidents. These are shared with parents accordingly in a timely manner. The childminder carries out regular checks of the environment to ensure that it is safe for children. She identifies and removes any hazards.

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

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

- adapt planning to give children more time to develop the highest levels of involvement and engagement in activities
- enhance the curriculum for communication and language by supporting all children to become actively involved and immersed in stories
- support children further to understand and follow the setting rules and learn how their behaviour affects others.

## Setting details

<b>Unique reference number</b>	2568038
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10239393
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	3
<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 2020. She lives in Abram, in the borough of Wigan. She provides childcare each weekday, from 7.30am to 6pm, all year round, except for family holidays. She holds an appropriate early years qualification at level 4.

## Information about this inspection

### Inspector

Suzanne Fenwick

### 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.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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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