

# Childminder report

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Inspection date:

27 July 2022

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## **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 are happy and safe in this setting. They have good bonds with the caring and nurturing childminder. Children are confident and play well alongside each other. They are beginning to learn the importance of sharing and taking turns. The childminder supports them with this by offering gentle reminders. Children are learning to work together as a team. The childminder offers them suggestions of how they can use resources together, so they can all enjoy the experience.

The childminder has high expectations for children's learning and behaviour. Children are polite and respectful to the childminder. They use their manners throughout the session. Children enjoy sharing their mealtimes together at the table. They have healthy meals, such as homemade broccoli soup. Children get their own utensils, pour themselves a cup of water and sit well while they eat. The childminder knows the children well. She plans an exciting curriculum based around their interests. This supports children to make good progress in their learning and development. Children have ample opportunities to learn outside. They enjoy spending lots of time in the garden. Children engage in imaginative play very well. They set up tea parties for their dolls. Children use small tea sets to serve drinks and other resources to represent the food.

## **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, particularly school. She builds on children's prior skills and knowledge. The childminder carefully selects resources to set up for children. This enables children to become deeply involved and engaged in activities. Children lead their own learning incredibly well. They show high levels of focus and concentration in their play. For example, they use wooden spoons to very carefully transport sand from the tray to saucepans, ready for the tea party.
- The childminder has some strategies to support children with their communication and language development. She supports children's growing vocabulary by modelling new words and short sentences to them. However, occasionally, some children do not always pronounce words clearly and the childminder is not always able to understand what these children are telling her. Therefore, at times, some children do not always have effective ways to articulate themselves and engage in meaningful conversations.
- Children have lots of opportunity to play outside. They are getting daily fresh air and lots of exercise. Children are developing their small and large muscles during their play. This helps to prepare them for early writing activities. Children take regular trips on the bus to visit the local market. They enjoy buying different items from the stalls. This supports children to begin to understand the

value of money, ready for early mathematics.

- Children are incredibly independent in this setting. They enjoy choosing what they want to play with. Children proudly attend to their own personal care needs. They wash their own hands, after using the toilet and before mealtime, with little need for encouragement from the childminder.
- Children behave extremely well. They understand and follow the setting rules well. Children show good levels of determination in their play and have a go until they achieve what they set out to do. The childminder actively encourages this. Children are delighted with their accomplishments, which they share with the childminder. This supports their self-esteem.
- The childminder encourages children to celebrate and share their own cultures and ways of life. This supports children to learn about what makes them unique. The childminder also helps children learn about similarities and differences with others. This supports children to understand about the world around them.
- The childminder keeps up to date with her mandatory training. However, she does not always focus her wider professional development sharply enough on supporting children's speech development to the highest level.
- Parents speak highly of the childminder. They comment that their children happily attend the setting and are always excited to see the childminder. Parents feel that they are kept well informed about their children's time in the setting. They feel that their children make good progress in their learning at this setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding. She is aware of the possible signs and symptoms of abuse. The childminder understands how to report concerns about the welfare of children. She is aware of how to report allegations made against her or any other member of her household. The childminder is trained in paediatric first aid. She keeps this up to date. The childminder knows how to report accidents correctly and shares these with parents in a timely manner. There is an emergency evacuation procedure in place that is understood by and practised with children.

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

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

- strengthen the curriculum for communication and language even further to help children to articulate themselves in an effective way and begin to hold thoughtful conversations with others
- focus wider professional development sharply on supporting children's speech development to the highest level.

## Setting details

<b>Unique reference number</b>	2548018
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10215631
<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 2
<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 and lives in the Tyldesley area of Manchester. The childminder operates all year round, Monday to Friday, from 8.30am until 5.30pm.

## 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 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 inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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