

# Childminder report

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Inspection date:

13 September 2022

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| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
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| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Good               |

## What is it like to attend this early years setting?

### The provision is outstanding

Children thrive and feel safe with this outstanding childminder. They make excellent progress from their starting points and reach their full potential. The childminder demonstrates outstanding organisational skills and intertwines all areas of learning into her planning of activities. For example, older children show a strong awareness of mathematical concepts, reasoning and language as they take part in an activity with moulding dough. Babies enjoy exploring flour and using new tools. The childminder encourages them to explore these, using their senses. They repeat simple words, such as 'sticky' and 'dry', to describe the texture. The childminder has high expectations for all children. Children have excellent bonds with the childminder and thoroughly enjoy their time with her.

The childminder is incredibly warm and nurturing and creates a joyous atmosphere. She celebrates and cherishes children's uniqueness, and children feel completely at home in her care, demonstrating an immense sense of belonging. Older children are excellent role models and carefully show their younger peers how to use tools and equipment, as well as demonstrating excellent behaviour. Younger children embrace this positively, copying and imitating their older friends. The childminder gives plenty of cuddles for reassurance when children begin to get tired. This meets children's care needs very effectively.

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

- The passionate and dedicated childminder plans a wonderfully varied curriculum that is designed to give children a wealth of experiences. This includes weekly forest-school sessions where children learn to confidently explore other environments, build independence and use risk perception. Children also benefit from a weekly stay-and-play group in the local primary school that their siblings attend. The childminder explains that the impact of this has meant children are developing new social skills as they enhance their confidence.
- The childminder has a passion for encouraging children's language development and confidence in expressing themselves. She is extremely patient and always gives children the time they need to think and respond to questions and share their ideas. Children are remarkably eloquent, with older children showing excellent vocabulary. Children delight in entering into deep discussions throughout their play, and this is something the childminder gives great importance to.
- The childminder is keen to promote children's awareness of other cultures and traditions. For instance, children learn about Polish celebrations and can sing songs in Polish. Children confidently learn about the differences and similarities between themselves and others. The childminder is an excellent role model for children. She embraces children's character and personality, enabling them to be

unique individuals.

- Older children demonstrate resilience and a willingness to try new tasks. For example, they enjoy a mathematical puzzle activity that promotes their understanding of shapes and problem solving. Children are particularly knowledgeable about the shapes they select and the patterns they replicate. They confidently use mathematical language to count how many frogs are on the information cards. Children show that they can recall what they have previously learned.
- The childminder is passionate about healthy eating and shares this with the children in her conversations. Children actively take part in preparing their food and are encouraged to try new fruits. Snack times are a pleasurable experience for the children, as they all sit together and engage in conversation. Older children carefully use knives to cut slices of banana for their friends. This encourages all children to develop a positive attitude to healthy eating.
- The childminder focuses heavily on self-evaluation and professional development. She continually undertakes further training and research to build on her excellent practice and introduce new ideas. The childminder has recently developed further expertise in understanding how to keep children safe online and supports parents with any new information.
- Partnerships with parents are highly effective. The childminder accurately completes progress checks when children are aged between two and three-years old and shares this information with parents. The childminder provides very detailed updates on children's development and offers valuable suggestions of ways that parents can continue children's learning at home. Parents feel their children's learning and development is very well supported in this home-from-home environment. This contributes to children's excellent progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her responsibilities to keep children safe. The childminder understands what action to take should she be concerned about a child's welfare. She is vigilant and proactive and knows the possible signs of abuse to look out for. The childminder attends regular safeguarding and child protection training. This ensures that her knowledge of how to keep children safe remains current. The childminder has robust systems in place to ensure that her premises are safe for children and when going on outings.

## Setting details

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| <b>Unique reference number</b>                     | EY487404  |
| <b>Local authority</b>                             | Wigan   |
| <b>Inspection number</b>                           | 10236635  |
| <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> | 1 to 3  |
| <b>Total number of places</b>                      | 4   |
| <b>Number of children on roll</b>                  | 3   |
| <b>Date of previous inspection</b>                 | 30 August 2016  |

## Information about this early years setting

The childminder registered in 2015. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She has an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Suzy Marsh

## 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 her evaluation of the setting.
- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector observed the childminder's interactions with the children and assessed the impact these have on children's learning.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents, including evidence of the childminder's suitability and training.
- Written feedback from parents was given to the inspector, who took account of their views.

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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