

Childminder report

Inspection date: 22 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children and their parents continue to be greeted at the front door of the childminder's home. Children then enter happily to join their friends. Children are safe and well cared for in this welcoming environment, which is modelled on a small nursery. They demonstrate secure attachments with the childminder and her two full-time assistants. Adults work together very effectively to meet children's individual and group needs. Children demonstrate a strong sense of belonging and are very familiar with the routines of the day. Older children move confidently between the three designated play areas, making informed choices about where they want to play and the resources they want to use.

Children enjoy a broad range of well-planned activities. These are routinely adapted or extended by knowledgeable adults. Children make good progress and are developing the skills and attitudes they need to help them succeed in school. They become absorbed as they explore and investigate a large selection of natural items. Older children recall their walk through a local woodland and confidently sort the items into groups. Younger children, who are eager to join the activity, smile happily as they play alongside the older children, touching and comparing the different textures. Mathematical concepts and language are woven into children's play. Children are encouraged to compare sizes, count items and select the correct number of items for the corresponding numeral.

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

- The childminder is mindful that children have had fewer opportunities to develop their social skills, and some are less confident as a result. To help address this, they are providing additional opportunities for children meet others outside the childminding setting to help build their confidence in social situations.
- The childminder is also mindful of the negative impact the COVID-19 pandemic is having on some children's speech. Communication and language are given a very high priority. Adults model language well and monitor the progression of children's speech and communication skills closely. They promptly raise any possible risk of delay with parents and, where appropriate, with other professionals. This helps children to get the support they need as soon as possible.
- Adults skilfully introduce new words to build children's vocabulary as they play. For example, they describe the 'smooth conker' and the 'spiky shell' as children hold them in their hands. Children enjoy songs, rhymes and stories as part of their daily routine. Books are highly valued and often prominently positioned. This encourages children to develop their love of books.
- The childminder uses a topic-based, seasonal approach to help her and her assistants to plan a broad and balanced curriculum. Adults use their sound

knowledge of children's interests and capabilities to provide individual support that builds on their previous learning. Children are excited by the activities provided and are eager to learn.

- The childminder provides rich opportunities for children to learn about the natural world. However, opportunities for children to learn about and appreciate differences between themselves and others in society are less established.
- The childminder ensures that all children have the space and support they need in this busy setting. This means that young babies can follow individual routines and sleep in quiet areas, while older children play. Adults support babies well as they learn to crawl, stand and take their first steps.
- The childminder and her assistants are positive and consistent role models. Expected behaviours are clearly explained and children are well supported as they learn to manage their feelings and emotions.
- The childminder helps children to learn about the importance of a healthy lifestyle. They enjoy a range of freshly prepared nutritious meals. Children enjoy a well-presented outdoor area where they can be physically active in the fresh air. This helps to promote children's good health and well-being.
- Parents are complimentary about the quality of care and education their children receive. Electronic communication is effectively used to exchange information. This helps to ensure a shared approach to children's care and learning.
- Overall, the childminder is well organised and manages her setting well. However, while electronic systems record children's hours of attendance, these records are not readily available at the inspection as required. The childminder acknowledged this oversight and is committed to further improving the quality of care and education provided.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a clear understanding of their role and responsibilities regarding safeguarding. They have access to written child protection policies. This helps to ensure that they are able to implement appropriate procedures without delay, should they have any concerns about a child's well-being. Adults know the agencies to contact should they have concerns about the practice of adults working with children, or in the event of an allegation being made. Children's safety is assured through appropriate risk assessments and the direct supervision of babies during large-group activities. This means that children can play and move safely around the childminder's home.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure all required records are easily accessible and available for inspection.	06/10/2022
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To further improve the quality of the early years provision, the provider should:

- strengthen the educational programme to deepen children's understanding of their own identity and the diversity of life in modern Britain to further support children's acceptance of difference
- extend the programme of professional development to help raise the quality of education to the highest level.

Setting details

Unique reference number	EY462265
Local authority	Wigan
Inspection number	10220708
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	0 to 9
Total number of places	18
Number of children on roll	22
Date of previous inspection	25 November 2021

Information about this early years setting

The childminder registered in 2013 and lives in Wigan, Greater Manchester. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two full-time assistants. All hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Vickie Halliwell

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed the quality of education being provided. She assessed the impact that the activities had on children's learning. She discussed with the childminder how the curriculum is planned and implemented.
- The childminder and the inspector discussed how the teaching observed extended children's understanding and linked into the learning intentions for the children.
- The inspector spoke to the childminder, her assistants and the children at convenient times throughout the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of adults living on the premises or working with the childminder.

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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