

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

Inadequate

What is it like to attend this early years setting?

The provision is good

Children are settled in the childminder's care. Through the positive relationships she forges, children develop strong attachments. This has a significant impact on their confidence and personal development. Children readily respond to the childminder's routines. A particular strength of the curriculum is how the childminder helps children to develop their independence. She has high expectations of what children can do for themselves. Children take off their own shoes and spontaneously put them into the shoe box. They dress and undress to support toilet training and to prepare for sleep time. Children eagerly spread their own butter on bread and build their own sandwich for lunch. The childminder skilfully provides children with just the right amount of support to pour their own drinks and to operate as independently as possible.

The childminder's gentle and positive interactions support children's engagement. They happily join in with familiar songs and stories with repeated verses. The childminder facilitates a wide range of experiences which expose children to a rich vocabulary. Children enthusiastically water the fruit and vegetables growing in the garden and name those which are familiar to them. They copy words modelled by the childminder, for example as she describes the 'bumpy' or 'smooth' cucumber. Children are inquisitive and demonstrate their enquiring minds. They are keen to use their senses to smell the tomatoes and taste the growing chilli peppers. Children are given the time and space to respond to their own curiosity and follow their own ideas and thinking. They are developing the kinds of behaviours and attitudes which support their future learning in nursery or school.

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

- Since the previous inspection, the childminder has made good use of guidance from her local advisers, accessed training and reviewed the way she organises her provision. She has strengthened her risk assessments and reorganised the use of space in her home and garden to improve supervision and increase safety. The childminder now provides an environment that is planned more effectively, which supports children's care and learning.
- The childminder is reflective. In response to training, she is improving strategies to manage children's behaviour. Children are growing increasingly understanding of what is expected of them and demonstrate that they know they must share and take turns. There is scope to embed these developing strategies and help children begin to self-regulate more often.
- The childminder organises the curriculum effectively. This is because she has a secure understanding of what children need to learn, why and how. She uses her knowledge to spontaneously weave opportunities for learning into play. For example, she encourages children to compare the sizes of growing tomatoes or

count the peas in the pod. The childminder provides children with a wide range of exciting activities which inspire curiosity and sustain their attention.

- The childminder has a clear focus on each child's individual learning needs. For example, she gives high priority to encouraging discrete listening skills and modelling her words clearly as ways to support children's improved pronunciation. Regular checks on children's learning help the childminder to provide activities which build on what all the children know and can do. This supports their good progress.
- The curriculum for physical development is strong. The childminder provides many opportunities for children to develop their large-muscle skills. Children climb on the slide, ride wheeled toys and balance on a floor beam with increasing skill. The childminder provides many routine opportunities for children to use small tools and equipment. However, she has appropriately identified that children would benefit from increased opportunities for making marks, to help underpin the skills they need for later writing.
- The childminder provides a language-rich environment. Story time is an integral part of each day's activities. The childminder reads with expression and uses an animated voice and actions, which captures children's interest and engagement. They excitedly say 'let's look inside' as she turns the pages. Children are so enthused that, once the story is finished, they continue to look at the book and recite the repeated refrain. The childminder takes children to visit the library and develop a love of reading from a very early age.
- Children's good health and well-being are positively promoted. They devour cucumber and tomatoes at lunchtime after exploring these growing in the garden. They understand the need for rest and sleep and readily settle to the soothing music played. The childminder teaches children the importance of good handwashing routines and they sing the 'washing song' as they clean their hands before lunch. These aspects help children to learn about personal care.
- The childminder is improving her partnership working. She carries out the required progress check for children aged between two and three years and liaises with parents and other professionals to help ensure an accurate assessment of children's development. This helps to ensure that children get any extra support if needed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the house and garden are secure and that any identified risks are addressed. This includes measures to minimise any potential risks associated with, for example, family pets and pots and pans which collect water for play in the garden. The childminder teaches children about how to stay safe. For example, she implements road safety routines. She is continuing to reflect on maintaining the balance between promoting independence and maintaining a safe level of support and supervision. The childminder completes required training to help keep children safe. She has a secure understanding of the issues and how to identify and report concerns that children may be at risk of harm.

What does the setting need to do to improve?

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

- embed and consistently implement strategies to help children learn how to self-regulate their behaviour and rely less on adult intervention
- implement intended plans to expand opportunities for children to make marks both spontaneously and during adult-led play.

Setting details

Unique reference number	2534896
Local authority	Wigan
Inspection number	10244516
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	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 April 2022

Information about this early years setting

The childminder registered in 2019 and lives in Wigan. She operates all year round from 7.30am until 6pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Angela Rowley

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector discussed with the childminder the steps she has taken to address the concerns identified at and following the previous inspection and considered the impact on children's care and learning.
- The childminder and the inspector discussed how the childminder organises her provision, including the rationale for her early years foundation stage curriculum. The childminder spoke to the inspector about children's learning and development with a particular focus on children's personal development and their communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning and progress.
- 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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