

# Childminder report

---

Inspection date:

28 September 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 | Good |
|--|------|

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

### The provision is good

Children are extremely settled in the childminder's care. They are happy and confidently articulate the things they want to do. Children feel safe in the setting and benefit from the freedom to choose the activities they want to engage in. For example, they choose to play with animal masks and enjoy pretending to scare each other. The childminder follows the children's interests and builds upon their ideas. For example, she takes them to see classic cars and children have the opportunity to sit in them and explore them first hand. This supports children to be engaged and interested in a wide range of experiences.

Children make good progress in their learning and development. The childminder has high expectations of what children are capable of. She talks to them about what they are doing and extends their ideas. The childminder sets clear boundaries and expectations, and children behave very well. They enjoy looking at photos of the range of experiences that they have participated in and recalling past events. They have positive attitudes to learning and are eager to participate in the good range of opportunities.

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

- The childminder takes the children on many outings. For instance, they visit places, such as museums, garden centres and woodland areas. This supports children to develop their knowledge and understanding of the world around them.
- The childminder uses lots of language with children, talking to them as they play and introducing new words. For example, the childminder talks to children about trains going 'forwards' and 'backwards'. This contributes towards the good progress children make in their communication and language skills.
- Children are developing their mathematical knowledge. For instance, they enjoy baking and measuring out ingredients. This helps them learn about weight and capacity.
- The childminder supports children to develop their social skills. They listen to each other and work together to build a train track. This supports children to understand how their actions affect others.
- Children are developing a love of books. The childminder incorporates books into the activities that children like to engage in. This contributes to children's understanding of what pictures and symbols mean.
- Parents speak positively about the service that the childminder provides. They value the attention and warm affection that their children receive. Parents regard the many outings and visits that their children experience as a strength of the service. The effective partnerships create consistency in approach to meeting children's care and learning needs.

- The childminder provides some opportunities for children to make marks. However, during their freely chosen play, there are not enough opportunities for children to experiment with the marks they can make. This means children cannot always use marks in a range of situations. In addition, the childminder teaches children to write their names in capital letters, which does not help to prepare them well for future learning.
- The childminder supports children to be confident in new situations. Children have opportunities to hold a range of creatures, including spiders and snakes. This helps children to become self-assured in a range of situations.
- The childminder considers ways in which she can improve her practice. For instance, after researching online she identifies the importance of bringing books into a range of activities to extend children's ideas. This has contributed to children using books for a wider range of purposes.
- Children help to choose the range of foods they eat, which encourages them to enjoy the meals the childminder provides. She provides home-cooked, nutritious food, such as chilli and rice. Children benefit from a healthy diet while in the childminders care.
- Children are learning how to do things for themselves. For example, the childminder encourages them to tidy up the toys when they have finished playing. This supports children's growing independence.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibilities in relation to safeguarding. She has a secure knowledge of the various types of abuse that children might be at risk from, including the risk of being drawn into radicalisation or exposed to extreme views. This means she can respond quickly if any concerns arise. The childminder knows the procedure to follow if she is worried about any children in her care. She considers the risks associated with the use of technology and puts measures in place to help protect children while in her setting.

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

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

- enhance the curriculum to enable children to engage in a wider range of mark-making opportunities.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY383292  |
| <b>Local authority</b>                             | Wigan   |
| <b>Inspection number</b>                           | 10235261  |
| <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> | 2 to 10   |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 9   |
| <b>Date of previous inspection</b>                 | 3 November 2016   |

## Information about this early years setting

The childminder registered in 2008 and lives in the Atherton area of Wigan. She operates from 8am until 5.30pm, Tuesday to Friday. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two and three-year-old children.

## Information about this inspection

### Inspector

Joanne Ryan

### 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 showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder and the inspector completed a learning walk together and discussed the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022