

Childminder report

Inspection date: 10 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the childminder's home happy. The childminder greets them with a friendly smile and lots of reassurance. This results in children feeling safe and secure as they separate from their parents with ease.

The childminder is a positive role model. She provides children with constant reminders of being respectful to their friends, using kind hands and good manners. This includes younger children being encouraged to communicate with signs for 'please' and 'thank you'. Children follow simple instructions, general routines and rules. For example, they tidy away toys and place their shoes in a basket. Children's behaviour is good.

Children are making good progress and are provided with plenty of opportunities for them to explore and learn more. For example, they show great enthusiasm and eagerly rise to the challenge to find possible ways to fill a tray with water to make potions. They maintain focus and offer each other ideas and suggestions. Children show great delight in their achievements. They screech and jump about as they operate a hose and water pump. Children show fascination as they proudly watch the water run along pipes to fill up the tray. This supports children's abilities to think critically and solve problems.

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

- The childminder is passionate and dedicated to her role. She continually reflects on the quality of the service that she provides for children and their families. The childminder is very proactive in refreshing her skills and knowledge to work with children. For example, she has plans to attend training to help her support children who are 'picky eaters'. This will help contribute to children understanding the importance of healthy lifestyles.
- Overall, the childminder promotes children's communication and language development well. She provides new words for children to hear, such as 'spectacular'. Furthermore, she adds extra descriptive words as she repeats sentences back to them. This helps to extend children's vocabulary and develops their pronunciation. Yet, at times, children are not given sufficient time to respond to questions that have been asked to them. Therefore, on occasions, children are not always given the time to be able to think for themselves.
- The childminder knows what progress children have made and what they need to learn next. However, she does not always fully consider children's interests during their play. This means, at times, children have to wait too long to access resources that interest or fascinate them.
- The childminder supports children's mathematical development well. For example, children count how many legs a spider has and how many plates and

cups they will need at snack time. Children hear a range of mathematical language, such as more, less, half and quarter. Children's mathematical skills are well supported.

- Communication with parents is good. In-depth information about children's development, likes and dislikes are gathered when they first start. Parents comment how they are extremely appreciative of the level of care and experiences that their children receive. They feel very well informed about the progress that their children are making. This results in children's learning being further supported at home.
- The childminder promotes children's independence skills well. For instance, children are encouraged to wash their hands and faces, set up the table for snack and put on their shoes. These skills help support children with the next stage of their learning and in preparation for school.
- Children have opportunities to spend time outdoors every day in the fresh air. They develop their physical skills well as they run around, step and jump as they play outside. Furthermore, good hygiene procedures are in place. Children are aware that they clean their hands to wash away germs. They are learning the importance of carrying out good hygiene practices and being active.
- Children attend trips out in the local community. For example, they visit museums, woods and parks. Furthermore, they take part in community projects, such as litter picking. This helps provide children with a greater understanding of the natural world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of her role and responsibilities of safeguarding children and keeping them safe. She understands and implements safeguarding policies and procedures effectively. The childminder completes a broad range of safeguarding training. This includes, gaining more understanding around 'cuckooing' and 'female genital mutilation'. She can confidently talk about signs and symptoms of abuse which could indicate that a child is at risk of harm. The childminder carries out regular risk assessments and any hazards that are identified are minimised or removed. She deploys herself appropriately to ensure all children are safe in her home.

What does the setting need to do to improve?

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

- provide children with more time to answer questions and think for themselves
- consider the resources available to develop children's imaginative skills and better support their interests and fascinations during their play.

Setting details

Unique reference number	EY453673
Local authority	Wigan
Inspection number	10235967
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 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 January 2017

Information about this early years setting

The childminder was registered in 2012 and is located in the Shevington area of Wigan, Greater Manchester. She operates from 7.30am to 5.30pm on weekdays, all year round, excluding bank holidays and family holidays.

Information about this inspection

Inspector

Kellie Lever

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector gathered the views of parents and their comments on the setting.

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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