

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 are happy and safe. Since the COVID-19 pandemic, parents do not routinely come into the childminder's home. Children are warmly welcomed by the childminder and have adapted well to this change. Older children enjoy the self-registration process and they move their photo to show they are at the childminder's home. The settling-in process is well used to establish positive relationships with children and their parents. This helps to ensure children benefit from consistent care routines. Babies settle quickly and benefit from a caring and nurturing relationship with the childminder. Those who are new to the setting are gently soothed to sleep in her arms when they are tired.

Children enjoy a broad range of activities, which help them to make good progress and provide a strong foundation for their future learning and development. Babies have ongoing opportunities to develop their physical skills. Encouraged by the childminder, they use the furniture to pull themselves up to a standing position and use push-a-long toys in preparation for their first independent steps. The childminder complements activities in her home and garden by providing regular outings and attending local toddler groups. This allows children to extend their social interactions and build their confidence in group situations. Children enjoy learning about the natural world. They go on regular outings to look at local wildlife and experience the changing seasons.

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

- The childminder is very experienced. She has a good awareness of child development and supports children to learn the skills and attitudes they need to be ready for school. She regularly reviews the progress children make and works with parents and other relevant professionals to provide additional targeted support when needed.
- The childminder is mindful of the negative impact the pandemic is having on some children's speech. Communication and language is given a high priority. Overall, the childminder models language well and children enjoy regular opportunities to sing songs and rhymes. However, books are often stored out of sight and children are unable to access them freely. This means they are not getting the very best opportunities to expand their vocabulary.
- Physical development is well promoted. Babies are routinely encouraged to reach for and hold interesting play materials, such as wooden musical instruments. They are becoming increasingly independent. During mealtimes, the childminder provides high levels of support and encouragement, this helps babies to learn how to feed themselves and drink from a trainer cup.
- The childminder provides a varied range of sensory experiences. She supports children to enthusiastically explore a wide range of interesting items. For

example, babies investigate how ice feels and discover the sensation as they rub satin ribbons between their fingers.

- The childminder values each child as an individual. Regular outings help raise children's awareness of the local community. However, the childminder does not always make full use of ways to increase children's understanding of the lives of others. This means they do not have the very best opportunities to develop positive attitudes towards diversity and inclusion.
- The childminder supports children to make healthy choices and to enjoy a range of freshly prepared nutritious meals. She is mindful of children's oral health and encourages children to drink water and brush their teeth. Children also benefit from daily opportunities to be physically active in the fresh air. This helps to promote their good health and well-being.
- Close partnership working with parents contributes successfully to children's emotional well-being. Parents are well informed about their child's time with the childminder. The childminder shares photos and details of identified next steps for children's future learning. She offers suggestions to help parents, to continue to extend their child's learning and development at home.
- The childminder manages her setting effectively. She is committed to her continued professional development. Required training, such as paediatric first aid, is routinely refreshed. The childminder also completes further professional development through online training. This has helped to increase her knowledge and understanding to further improve learning opportunities for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements effective risk assessments. She takes appropriate steps to remove or minimise risks to children, both within her home and while on outings. Regular explanations and discussion are helping children to become increasingly aware of how to keep themselves safe. The childminder has a clear understanding of her role and responsibility regarding child protection. Recent training and updated guidance mean that the childminder fully understands the procedure to follow if she is concerned about a child's welfare. This includes her responsibility to notify the local authority designated officer, in the event of an allegation being made against the childminder or a member of the household.

What does the setting need to do to improve?

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

- strengthen the educational programme for understanding the world, to deepen children's understanding of diversity beyond their immediate family and culture
- improve the presentation and accessibility of books, to further encourage children's love of reading and help expand their vocabulary.

Setting details

Unique reference number	322680
Local authority	Wigan
Inspection number	10234536
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	2 December 2016

Information about this early years setting

The childminder registered in 2000. She lives in Atherton, Wigan. The childminder holds a childcare qualification at level 3. The provision operates all year round from 7.30am to 5.30pm, Monday to Thursday, and Friday from 7.30am to 9am and 3.15pm to 5.30pm except for bank holidays and family holidays.

Information about this inspection

Inspector

Vickie Halliwell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector talked to the childminder about how she organises her setting and how she plans and delivers the curriculum.
- The inspector observed the activities provided and assessed and discussed the impact this had on children's learning and development.
- The childminder showed the inspector around her home and garden.
- The inspector looked at relevant documentation.

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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