

Childminder report

Inspection date: 19 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 secure in the care of this childminder. She has a lovely, caring nature which the children respond well to, which helps them to settle. Children develop independence by selecting their own resources and helping to do jobs. For example, the children help to fill up the water tray independently by carrying small jugs of water. Children learn about the local community through visits to the local library and shops. They enjoy exploring the outdoors and learn about the environment. During visits to the local woods, the children look for signs of nature, such as wiggly worms hiding in the grass.

The childminder has high expectations for children's behaviour. She models sharing and turn-taking and teaches the children to respect each other. Children learn good manners and the importance of being polite. They regularly visit local playgroups where they can socialise and build attachments with other children. Children learn about good hygiene practices, with the older children modelling handwashing to the younger ones. Parents are happy with the care provided for their children. The childminder works closely with parents prior to children starting, which ensures that she has a good understanding of the children's abilities, needs and routines. These effective settling-in procedures help to support children's transitions and put parents at ease.

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

- The childminder has a good knowledge of child development. She plans activities that interest children and that they engage well with. However, when preparing activities, there is not a clear focus on the skills children need to develop. Consequently, activities follow children's interests but not always the next steps in their learning.
- Partnerships with parents are good. The childminder provides opportunities for children to borrow books, resources and toys that they have been interested in. She provides information on the developmental milestones for children. Therefore, parents have the opportunity to further their child's learning at home.
- The childminder understands the importance of communication and language in the early years. She narrates children's play and models vocabulary. Children engage in stories and songs throughout the day. The childminder uses puppets and props to engage the younger children. This supports children's interest in books and encourages their language development.
- The childminder encourages children's developing mathematical skills through daily activities. While making snack, children count out how many apples they will need to feed everyone. As such, children learn some of the important mathematical concepts that they can build on in their future learning.
- Children learn about the diversity of the wider world. They celebrate festivals,

such as Diwali, with their friends, who tell them all about the celebration and what it means. They also learn about the features of their local environment through trips to the park and farm. This raises children's awareness of the world around them and their place within it.

- The childminder works closely with parents and other professionals, such as speech therapists and social care. They share information about children's development and identify steps to ensure that children's specific needs are met. This helps to ensure that all children can make progress from their starting points.
- The childminder continually evaluates her practice. She uses questionnaires to gather parents' views on her practice, which identifies areas which work well and where improvements may be required. She considers their views to further enhance her practice. This helps to improve learning opportunities and outcomes for the children.
- The childminder identifies areas where she feels she needs further support. She recently attended training on how to support children's mental health and has made amendments to her practice as a result. For example, to support children with the transition to school, she provides the opportunity for them to write or draw their worry or emotion and pop it into a stuffed toy. This helps children to identify their feelings and learn how to deal with them effectively. Consequently, children learn to regulate their emotions and become self-assured individuals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding practices and the signs and symptoms of abuse. She understands her responsibility in keeping children safe and works with the local safeguarding board to support families in need. She has good policies and procedures in place to keep children safe, including a password system to make sure only known people collect the children. Older children learn how to stay safe online. She carries out regular risk assessments and follows good hygiene practices to ensure the premises and resources are safe and well maintained for the children to use.

What does the setting need to do to improve?

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

- further enhance the curriculum to make sure that activities consistently follow the next steps in children's learning.

Setting details

Unique reference number	322851
Local authority	Wigan
Inspection number	10234537
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	1 to 11
Total number of places	12
Number of children on roll	8
Date of previous inspection	26 January 2017

Information about this early years setting

The childminder registered in 1999 and lives in the Standish area of Wigan, Greater Manchester. She operates from 7.30am to 6pm, on weekdays, all year round, excluding bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She occasionally works with an assistant.

Information about this inspection

Inspector

Michelle Highcock

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.

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