

Childminder report

Inspection date: 29 November 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happy and are excited to begin their day with the childminder. They are welcomed with loving hugs and smiles, as they discuss what plans they have for the day. The childminder respects children and takes into account their feelings. For example, she ensures that they are introduced to, and feel secure with, the inspector. This contributes to children feeling safe and self-assured in the nurturing home-from-home environment.

Children's behaviour is good. The childminder provides clear expectations of children's behaviour. She is a good role model and consistently gives direction and instructions to help children manage their emotions and behaviour. Children respond well and they happily play alongside others. This helps support children's social and emotional development.

Children benefit from a wide range of activities that ignite their curiosity and willingness to explore and learn. The childminder provides ongoing praise and encouragement for children to have a go. This helps build up children's resilience and confidence to keep trying. For example, children persist and show great determination as they squash, press and carefully feed dough through a syringe. This helps strengthen children's hand and finger muscles which will later support them with their writing skills, which are needed in readiness for school.

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

- The childminder works closely with her husband who is also a childminder in her home. They demonstrate great teamwork and both contribute to ensuring that they provide high levels of care and learning opportunities to children. The childminder accesses training to further support her professional development. This helps the childminder to raise the quality of experiences that she offers to children even further.
- The childminder provides children with a rich and varied early years curriculum. She organises the resources in her home to support children's different stages in learning well. Young children are given the space for them to practise and master the skill of walking. Older children enjoy using large soft-play equipment as they climb, crawl and balance. Furthermore, children take calculated risks as they jump and adjust their direction in small areas. Children's physical development is promoted well.
- The childminder interacts well with children and joins in with their play. She uses this time to assess and plan learning opportunities, based on what she already knows about children, what she wants them to learn next and their interests. As a result, children make good progress from their starting points.
- The childminder supports children's communication and language generally well.

Children have access to a range of books that they look at and read. She provides a narrative for what is happening and introduces new words such as spiky and snip. Yet, at times, the childminder asks too many closed questions. This leads to children giving a limited response with one-word answers and conversations quickly come to an end.

- The childminder has developed strong, trusting partnerships with parents. She regularly updates them through verbal conversations, so parents know how their children have been during the day. They receive information about their children's progress. Yet, the childminder does not currently provide any ideas or suggestions of how they can further support children's learning at home.
- Children are encouraged to do things for themselves and be independent. They have opportunities to make choices about what they would like to play with and the foods they wish to eat. Children confidently carry out good hygiene procedures. For example, children know it is part of their routine to wash their hands before eating and after messy activities. This promotes children's understanding and awareness of leading a healthy lifestyle.
- The childminder uses the local community to enhance children's learning experiences. Children regularly go on trips to nearby parks and playgroups. These activities allow children to play with other children of a similar age and build their confidence in larger social groups.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the need to safeguard children at all times. She understands the importance of following safeguarding policies and procedures. This includes if she has any concerns about children's welfare and any significant events that are notifiable to other agencies. The childminder attends safeguarding training that helps her keep abreast of any updates. She regularly reviews her home for any risks or potential hazards. For example, she removes small pieces of toys that she identifies as choking hazards to young children. The childminder holds a first-aid certificate. This provides her with a greater understanding of the actions to take if a medical emergency occurs.

What does the setting need to do to improve?

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

- encourage children's communication and language further, by increasing the use of open-ended questions to build conversations
- consider ways of sharing information with parents in relation to support home learning more effectively.

Setting details

Unique reference number	322556
Local authority	Wigan
Inspection number	10238939
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 2
Total number of places	12
Number of children on roll	12
Date of previous inspection	3 February 2022

Information about this early years setting

The childminder registered in 2000 and is located in Orrell, Wigan. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years childcare qualification at level 3. She works closely with another childminder working at the same premises.

Information about this inspection

Inspector

Kellie Lever

Inspection activities

- This inspector discussed any continued impact for the pandemic with the childminder and has taken that into account in their evaluation.
- The childminder, co-childminder and the inspector completed a learning walk together to discuss the childminder's intentions 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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