

Childminder report

Inspection date: 9 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children receive good support from the caring childminder. Children, including those who are new to the setting, receive the reassurance and cuddles they need to settle quickly as they join in activities. Children build strong bonds with the childminder. She sits with the children and interacts with them during their play. For example, the childminder rolls balls and puts toys out of reach to encourage babies to develop their emerging physical skills. Younger children engage in imaginative play as they role play being doctors with the dolls and teddies. The children show they feel safe in the childminder's company.

Children develop a love of books. They enjoy sharing and choosing them to take to the childminder to read. They sit contently with the childminder as they listen to stories. The babies concentrate, as they practise turning pages in a book. The childminder checks the older children's understanding as she asks them to find pictures in the story book, the children beam as they confidently find them. The children behave well, and listen to the childminder's instructions. The childminder fosters children's self-esteem through praise and encouragement. Children learn to take pride in their achievements as they show a strong sense of belonging.

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

- The childminder is calm, kind and very sensitive to children's individual requirements. She knows her children well and is able to meet the children's care and learning needs. The childminder plans a creative curriculum that covers all areas of learning. There is a sharp focus on supporting communication and language skills with good support in place. The childminder narrates her actions, sings songs and reads books which introduce new vocabulary. The children make good progress from when they start, in their learning and development.
- The childminder plans good activities to support children's next stages of learning. For example, physical skills are explored during a water play activity. Babies splash and explore bubbles as they reach into the bath. Younger children squat as they wash dolls using cloths and sponges. The children are motivated as they practise their developing physical skills, building their confidence and core muscle development.
- The childminder models positive behaviour well. She speaks softly and gently to children, who enjoy regular cuddles with the childminder. The childminder is very consistent in helping the children understand their feelings and manage their emotions. The childminder supports the children in identifying how their actions have an impact on others. As a result, children are developing a sense of right and wrong.
- The childminder promotes children's good health and independence skills. She provides nutritious snacks and meals. The childminder encourages children to

drink plenty of water throughout the day. Good hygiene routines help to protect children from infection. For example, young children can be seen washing their own hands to keep themselves healthy.

- The childminder liaises with other professionals and her local authority to seek advice that supports her to meet the needs of all children. The childminder acts swiftly in identifying gaps in children's learning. She provides activities to support children's learning. For example, the children attend a local rhyme session, this helps build the children's social and communication skills.
- The childminder has strong partnerships with parents and communicates with them about their child's day. Parents receive regular feedback about their child's progress and parents feel well informed. They are given activity ideas, so they can extend learning at home with their children. The consistent approach helps children to master these skills quickly.
- The childminder provides a good quality of care and education to children at the setting. The childminder is aware of the importance of keeping her knowledge relevant and up to date. She takes part in regular mandatory training to support her practice. However, she has not considered seeking professional development opportunities to enhance children's learning and development further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She knows the signs and symptoms to look for and what actions to take regarding the welfare of a child. The childminder ensures her safeguarding training is up to date. She understands her responsibility to report concerns, including any allegations, and is alert to issues, such as drug related crime. The childminder checks the premises thoroughly and carries out ongoing risk assessments to ensure they remain safe for children to play in and that children are always supervised.

What does the setting need to do to improve?

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

- focus professional development more precisely to build on the already good teaching, and support children's learning even more effectively.

Setting details

Unique reference number	2600674
Local authority	Wigan
Inspection number	10265200
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 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the Newtown area of Wigan, Greater Manchester. The childminder operates from Monday to Friday, all year round. Sessions are from 8am until 5pm.

Information about this inspection

Inspector

Katie Bonney

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 provider.
- The inspector spoke with the childminder and discussed her safeguarding knowledge.
- The inspector observed the childminder's practice; considering the quality of the education and the impact on the children's progress and development.
- Parents shared their views of the setting with the inspector.
- The childminder led the inspector on a learning walk and discussed the early years curriculum.

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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