

Childminder report

Inspection date:

29 March 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children are very settled and happy in the care of the childminder and her assistant. They have formed strong bonds and benefit from high-quality interactions. This helps children to feel safe and promotes their emotional well-being. The childminder's high expectations for positive behaviour are well implemented. Children regulate their own behaviour exceptionally well. They clearly identify their emotions and link these to the actions of their friends. For instance, children explain to each other how their behaviour effects them and politely request that they act differently when necessary. They negotiate what friendly behaviour looks like and only seek support from the childminder after trying to resolve conflict themselves.

Children have an incredible bank of knowledge and vocabulary. They recall what they have already learned, such as flowers 'bloom' in the springtime. Children further explain that 'bloom' means that flowers 'pop out'. They give examples of flowers that they remember, such as 'daffodils'. Children use new words, such as 'mild' to describe weather which is neither hot nor cold and 'drizzle' when referring to light rain. The childminder consistently exposes children to a language-rich environment. This ensures that they hear and use a broad range of vocabulary. Children are very well prepared for the next stage in their learning.

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

- The childminder plans and implements a unique, well-sequenced curriculum that is flexible to support individual children. She is particularly skilled at using her knowledge of child development to adapt activities to support each child's stage of development. All children, including children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language, make exceptional progress.
- Children with SEND are especially well supported. When children first start and have some delays in their development, the childminder is swift to implement individual learning plans. Small, targeted next steps help children to develop their knowledge and skills while they await outside referrals. Children with SEND make tremendous progress from their starting points and the gaps between them and their peers are rapidly closing.
- Mathematical development is seamlessly threaded throughout the curriculum. Children select fruit at snack time which all have a number printed on them. They eagerly recognise their own and each other's numbers. Children confidently add 'one more' to numbers up to ten when filling eggs in the sand. The childminder introduces new shapes, such as 'sphere' and explains its properties. Children are developing a wealth of knowledge needed for their future learning.
- Children have an excellent understanding of some of the things that keep them

healthy. They hold back-and-forth conversations about healthy and unhealthy foods. Children confidently share that too much chocolate will result in 'cavities'. They recall learning this on their trip to the dentist. Children have daily access to the outdoor area and walks in the fresh air. They learn to use the swing independently, using the strength in their legs to build up momentum. This helps to promote their physical skills and overall good health.

- Children learn about similarities and differences between themselves and others in unique ways, appropriate to their age. They learn about different family dynamics, cultures and beliefs. Children explore cuisine from the cultures of their friends and learn about traditions of different countries from visiting parents. This helps to prepare children for life in modern Britain and the world in which they live.
- Children have a wonderful attitude to learning from a young age. Babies are eager and motivated to interact with the childminder and her assistant. They explore puppets that match familiar nursery rhymes and copy actions they remember. Babies are constantly smiling and interacting with everyone around them. Older children chat to babies about what they are doing and include them in their play.
- The childminder takes every opportunity to help children develop a love of books. She reads to them during snack time, skilfully explaining the story to develop children's comprehension skills. Children follow the story intently, using their sign language skills to sign some familiar words, such as crab. They are developing strong literacy skills in preparation for their move on to school.
- Parents are truly an integrated part of their child's learning at this setting. The childminder shares termly newsletters with parents to keep them informed of her curriculum intentions. She updates parents about children's development and ensures that they have clear guidance on how to extend learning at home. Parents visit the nursery to teach children about their different jobs and join the children on charity walks. This collaborative working provides continuity in children's learning.
- The childminder is highly reflective. She has weekly meetings with her assistant to reflect on the week's activities. The childminder sets accurate targets for her assistant and identifies appropriate training for them both. She demonstrates good practice and is an excellent role model for her assistant. This ensures that children consistently receive a high-quality education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of the signs and symptoms of abuse. There are robust procedures in place for referring concerns about children or other adults. The childminder completes checks before children go into the garden to ensure that there are no hazards. She teaches children about road safety and how to keep themselves safe when on outings. The childminder has safer recruitment procedures in place to ensure that her assistants are suitable.

Setting details

Unique reference number	2605537
Local authority	Wigan
Inspection number	10280993
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 4
Total number of places	18
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Wigan. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years qualification at level 4. She works with two assistants. The childminder is in receipt of funding for free early education for two-, three and four-year-old children.

Information about this inspection

Inspector
Kayte Farrell

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 gave the inspector a tour of the setting and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education, indoors and outdoors, and evaluated the impact on children's learning.
- Discussions were held with the childminder, her assistant and children at appropriate times. Written feedback from parents was also considered.
- Leadership and management discussions were held with the childminder throughout the inspection. Documentation relating to the suitability of people living and working on the premises was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.

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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