

Childminder report

Inspection date: 29 March 2023

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	Met
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What is it like to attend this early years setting?

The provision is good

Children thrive in the care of the childminder. They spend lots of time outside in the fresh air exploring the childminder's enticing garden. Children explore small paths, manoeuvre between bushes and play in hidden playhouses. They confidently navigate log stepping stones to increase their balance as they practise counting. Children use their imagination as they role play being builders, pretending to repair sheds and fences. Children develop their balance and coordination as they accurately kick balls and negotiate wheeled toys. They step through tyre obstacles to collect water in buckets to clean the chalkboard. They then create their own artwork using their small muscles to make marks with chalk. Children show they feel safe as they come to the childminder for cuddles and to be rocked to sleep.

As a result of the childminder's high expectations for children's independence, children show determination to succeed when things are tricky, while also helping their friends. They demonstrate how to climb down backwards from the trampoline as they say, 'it's not that way, it's this way, you need to turn around like this.' Children show consideration for their friends as they patiently wait for their turn and use good manners to ask for their go. Children learn to truly consider other people's emotions while in the care of the childminder.

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

- Since the previous full inspection, the childminder has made significant progress and improvement in her practice. She has acted on the recommendations previously raised to strengthen the quality of education she provides to children. She exposes children to a rich and varied vocabulary in all interactions, ensuring that her speech is well modelled at all times. This means that children learn a huge amount about the world around them, and that their communication and language development is well supported.
- The childminder is committed to her ongoing professional development. She uses the skills and knowledge she gains to promote children's learning even further. For example, following training in managing emotions and physical development, the childminder is able to truly support children in recognising and managing their own emotions. She also recognises that many children benefit from practical outdoor play and physical challenges and makes this the cornerstone of her curriculum. As a result, children's physical, social and emotional development is very well supported.
- During the inspection, the inspector identified that the childminder's first-aid certificate had very recently expired, due to the course being unexpectedly cancelled at short notice. However, the childminder has retained her knowledge and understanding of first-aid practice by reviewing course materials and maintaining independent reading on the subject. The childminder has also

booked to attend a new course. As a result, risk to children remains very low. Children remain safe in her care.

- Parents praise the childminder and the quality of care and education she provides. They talk about the high-quality partnership working from when children first start and how this has helped them make rapid progress from the outset. The childminder provides parents with lots of information about how to extend learning to home. Parents also comment about the childminder's compassion and empathy and her holistic approach to child development.
- The childminder helps children learn about a wide range of cultures and communities different to their own, alongside celebrating children's own cultural heritage. She taps into the knowledge of the parents of children in her care so that learning activities have meaning and purpose. She then brings to life learning experiences supported by cultural music, songs, stories, foods and traditional clothing. This helps prepare children for life in modern Britain.
- The childminder skilfully questions children to establish what they have remembered from previous experiences. She builds on this previous learning, which helps children progressively develop new skills in a well-sequenced manner. This contributes to children receiving a quality education that is both challenging and stimulating.
- The childminder has high expectations for children's behaviour, which helps to keep them safe. She teaches children how to take managed risks, to understand what is unsafe, to listen well and follow instruction. As a result, children remind each other how things are done and are considerate and helpful to their friends. Children focus intently on their play and show their determination to succeed. This prepares them well for their eventual move to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed knowledge and understanding of safeguarding. She has maintained ongoing learning in this area since the previous inspection. She is able to identify potential indicators of abuse. Her safeguarding policy directs her on where and how to report information, should she be worried about a child. She is alert to any particularly prevalent safeguarding trends in her local area. She understands her responsibilities in notifying Ofsted and other agencies should an allegation be made against her or a household member. The childminder ensures that children are always supervised so that they are safe during appropriate risky play activities.

What does the setting need to do to improve?

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

- review the organisation of the completion of training so that mandatory training

does not expire.

Setting details

Unique reference number	EY305426
Local authority	Wigan
Inspection number	10283969
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 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 December 2022

Information about this early years setting

The childminder registered in 2005 and lives in Ince, Wigan. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Richard Sutcliffe

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 carried out a joint observation of a group activity with the childminder.
- The inspector took account of the views of parents.
- 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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