

Childminder report

Inspection date: 7 June 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe as they access a vast range of high-quality resources. The environment is well organised and appealing. Children are content and relaxed as they play for long lengths of time. They develop their imagination skills during inviting role-play opportunities and strengthen their small-muscle skills while scooping up sand and water. The childminder is always close by. She joins in play and offers cues to extend children's ideas and knowledge and to encourage them to practise their talking skills. Children make good progress in their learning.

Children are prepared and ready to learn. They plan the day ahead together, using an interactive daily routine display. This helps children to behave very well as they know what to expect. Children display typical behaviour for their age. The childminder is proactive in helping children to learn right from wrong. She frequently talks to children about their behaviour. Consequently, children learn kindness and develop an understanding of other people's needs.

Children listen to and engage very well with the childminder, who is an excellent role model. She creates a sense of awe and wonder when talking to the children. For example, she introduces pomegranate and physalis fruit to the children at snack time. Children watch in amazement as the childminder explains to them what they are and how to eat them. This encourages children to eagerly try them.

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

- The childminder places great focus on developing children's social and talking skills. She has made 'talking boxes' that she uses with the children to prompt discussion with them about their home lives. She helps children to recall events, using photos and objects. Children become confident communicators as they talk about their own lives. Furthermore, they visit playgroups, which enables them to socialise with others and develop their confidence in larger groups.
- The childminder has an ambitious curriculum. She continually extends and offers new learning that is based on precise assessments she makes of what children know and can do. The childminder has the same expectations for all children and engages with external professionals to support children's development when required. She sequences learning so that knowledge and skills introduced are age appropriate. Children participate and benefit from carefully linked learning.
- Children develop their physical skills and core strength well. They climb up steps to a slide, dangle on ropes and steer ride-on cars around the patio. They also develop and strengthen their small-muscle skills as they use tools in the sand tray and make marks on the concrete with large chalks. This helps to prepare children for early writing.
- Parents say that their children are content while at the childminder's home. They

comment that their children often ask to go to the childminder's house at the weekend. Parents appreciate the professional guidance and support offered. This helps them to continue to support children's developing communication and language skills at home.

- The childminder is highly committed to her professional development. This helps her to maintain very good knowledge of teaching and successful ways to make learning enjoyable and interactive. However, the childminder has not used professional development opportunities to develop her knowledge of applying speech and language strategies in her teaching. This would help children to make even faster progress in their communication and language development.
- The childminder provides opportunities for children to practise self-care skills. Children know to wear an apron to keep their clothes clean and dry when using the sand and water tray. They quickly learn how to find their shoes and concentrate well as they put them on. Children learn good handwashing habits. They take great pride in helping the childminder to tidy up resources before moving on to something else. Children develop their independence skills very well in preparation for their move on to school.
- The childminder routinely includes opportunities for children to try new foods and develop positive attitudes towards eating healthily. Children learn how fruit and vegetables grow and enjoy cutting up vegetables and fruit for snack. The childminder reminds children about the tomatoes they planted in her greenhouse, which helps them to link new knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of all local authority procedures to follow if she has concerns about a child's welfare. She knows to act swiftly and contact the local authority designated officer if an allegation is made about herself or a family member. From accessing training frequently, the childminder has up-to-date knowledge of current safeguarding issues, including child grooming, online harm and radicalisation. The childminder wears a whistle around her neck and uses this to alert children if they need to evacuate her home in an emergency. The garden is secure. The childminder frequently uses her car to transport the children. She keeps children in rear-facing car seats for as long as possible, which helps to keep them safer.

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 specifically on supporting children's communication and language needs.

Setting details

Unique reference number	EY390267
Local authority	Wigan
Inspection number	10288813
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 November 2017

Information about this early years setting

The childminder registered in 2009 and lives in Warrington. She operates all year round from 7.30am 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

Dee White

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 setting.
- The childminder explained to the inspector how she organises her environment, learning opportunities and curriculum.
- The inspector evaluated activities with the childminder and discussed the quality of education and learning opportunities that she provides.
- Parents' views were taken account of by the inspector.
- The inspector observed the childminder interacting with children as they were playing and tracked their experiences and learning.
- The inspector reviewed documentation, including paediatric first-aid certificates, accident records, insurance certificates and children's attendance records.

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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