

Childminder report

Inspection date: 13 June 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children confidently explore this environment, safe in the knowledge that the childminder is always close by for support. The childminder understands when to engage in play with children and when to step back and encourage independent learning. Children show impressive focus and smile as they attempt to pick up objects of interest with their hands. This helps to progress children's physical development. Babies begin to reach over for toys. The childminder skilfully places toys out of reach, so that babies need to use their muscles to roll over, so they can grasp them. The childminder demonstrates a good understanding of how children learn, by providing resources that encourage children's curiosity. Activities incorporate a stimulating range of sensory experiences that support babies' exploratory impulses.

Children behave well and forge close attachments to the childminder. The childminder has a deep understanding of children's characters and individual needs, which significantly enhances their well-being. She supports children's emotional well-being extremely well and places their needs at the very centre of her practice. The childminder is passionate about supporting early communication and language skills. She naturally narrates her thoughts and routines throughout the day. This means children consistently experience a wealth of descriptive words, sentences and new vocabulary. The childminder uses rhymes and songs to encourage children to imitate sounds and single words. For instance, babies 'coo' and respond to the childminder as she giggles and talks back to them.

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

- The childminder develops nurturing and responsive relationships with children. She is sensitive to their needs and swiftly builds warm bonds with babies. The settling-in process is robust. This means children quickly build confidence in their new environment. The childminder is very focused on promoting children's personal, social and emotional development. For instance, when children start at the setting they are encouraged to bring their favourite blankets and toys from home. Children feel a sense of comfort as they share familiar, personal items with the childminder. This helps to promote genuine, warm attachments.
- The childminder values parent partnerships and supports them to contribute to their children's learning at home. Upon starting at the setting, she invites parents to share detailed information about their child's likes, dislikes and daily routine. She uses this information to create a tailored, comfortable environment for every child. Parents are delighted with the regular updates they receive about their child's learning and development.
- The childminder promotes children's early mathematical skills. She introduces simple number language and counting through engaging action songs. For

instance, babies gurgle happily as the childminder sings 'round and round the garden'. She uses simple hand gestures and sounds to engage babies, as they follow her movements with their eyes. Anticipation grows when the childminder says 'one step, two step' before she gently tickles them. This helps to promote the youngest children's awareness of number names.

- Babies develop simple problem-solving skills as they attempt to pick up toys. They use trial and error as they experiment with approaches, using different hands and grips. This helps to promote resilience as they remain undeterred until they have completed the task. The childminder offers encouragement and praise as babies immediately look for her reaction when they are successful.
- Children have plenty of opportunities to enjoy exercise and fresh air. The childminder provides children with a huge range of exciting visits in the local area. They explore aquariums, safari parks, bird sanctuaries and go on steam trains in the local area. These visits help children to gain experiences to broaden their understanding of the community and the wider world.
- The childminder is knowledgeable and experienced. She has a good understanding of how children learn and provides a range of stimulating play experiences, which interest children and motivate their play. The childminder provides activities to keep children engaged and ensure they progress well. For example, she knows the importance of babies spending time on their tummies to promote their physical skills and cognitive development.
- The childminder reflects on her practice and how she can improve activities and resources to support children's progress. Although she keeps up to date with mandatory training, she has not yet considered how to develop her practice further.
- The childminder knows the children extremely well and is clear about what she wants them to learn. She provides interesting experiences to extend children's existing knowledge and skills. Children enjoy a rich and varied curriculum that supports their development in all areas of learning. However, the childminder does not develop close partnerships with other settings that children also attend. This reduces the opportunity to create a shared understanding and support continuity in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training in order to keep her safeguarding knowledge up to date. She understands the signs and symptoms that may present if a child is at risk of harm. The childminder confidently understands the correct procedures to follow should she have concerns for the welfare of a child. She is also aware of her responsibilities should an allegation be made against her, or a member of her household. The childminder minimises the risk of harm to children through robust, regular risk assessments.

What does the setting need to do to improve?

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

- focus more precisely on developing a targeted programme of professional development that ensures the high-quality practice is consistently advanced
- strengthen partnerships with other settings that children attend, to help provide a shared understanding of children's progress and promote continuity in their learning.

Setting details

Unique reference number	EY476434
Local authority	Wigan
Inspection number	10280346
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	6
Number of children on roll	9
Date of previous inspection	28 September 2017

Information about this early years setting

The childminder registered in 2014. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Emma Barrow

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents told the inspector, through discussion, how well the childminder supports their children's learning and keeps them informed.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, including first aid and evidence of suitability for the childminder and other adults living in her home.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023