

Childminder report

Inspection date: 20 July 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

The childminder is calm and patient in her interactions with children and caters for their individual needs very effectively. She gets down to the children's level and naturally adapts planned activities to involve children of different ages. When hunting for bugs in the garden, the childminder uses lively intonation and involves all the children. She helps them to make connections in their learning, as the children identify big and small bugs as they draw on the chalkboard.

Children form secure attachments to the childminder and are very comfortable in this homely environment. The childminder has high expectations of children's behaviour and they behave well. Children move around the setting with confidence and explore a variety of carefully planned resources. They show high levels of motivation and engage in the wealth of activities on offer. Children sit and concentrate for long periods as they excitedly use spoons to scoop soil into containers. The children demonstrate a positive attitude towards learning.

The childminder is passionate about taking children on daily outings. She has created a curriculum with a strong focus on developing children's physical and social skills. Children visit a local forest school weekly and attend local playgroups. This helps to broaden children's experiences and supports them to learn about the world around them.

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

- The childminder is experienced and plans well-thought-out activities for children to complete, which builds on their knowledge. For example, children are highly engaged and motivated as they act out a familiar story, 'We're Going on a Bear Hunt'. The children use props and explore textures as they recite the story. The childminder stays close, listens and adapts the activity to support children's imaginative skills. The children make good progress and are well prepared for the next stage in their development.
- Overall, children's learning in communication and language is well supported. The childminder provides a narrative for their play and encourages them to repeat keywords from books. The childminder comments on what children are doing and asks simple questions, such as 'What does it feel like?' and 'What colour is it?' However, the questions can come too quickly and the childminder does not always give children enough time to think of an answer and respond.
- The childminder promotes children's physical development through their play. She plans many opportunities for children to practise their small- and large-muscle skills. For example, young children play outside daily, where they climb play equipment and negotiate space on sit-and-ride toys. This supports their large-muscle skills. Children also practise their small-muscle skills as they cut

grass, using scissors. Children are making good progress in their physical development.

- The childminder acts as a strong role model and works hard to help children begin to regulate their own behaviour. She talks about the importance of sharing and taking turns and reinforces this during small-group activities. There is a strong relationship between the childminder and the children. Children respond well to instructions. They are very confident and feel safe and secure.
- The childminder encourages the children's independence throughout the day. Children have the opportunity to do things for themselves. They can be seen selecting activities, putting on their own shoes and self-serving during mealtimes. The children are developing their self-confidence skills, which supports their future learning.
- The childminder reflects on her own practice and environment. She has a positive attitude to improving her knowledge and skills. A group of local childminders provide a network group so that they can share practice and ideas. The childminder prioritises her professional development by accessing varied and valuable training. This supports the effective running of her setting, which helps to improve outcomes for children.
- Partnerships with parents are good. Parents are thankful for the detailed communication they receive about their child's day and progress in their learning journey. The childminder shares ideas of how parents can continue this learning at home. Parents highlight the good progress their children have made since starting. They appreciate how the childminder works with them to support children. For example, the childminder and parents work together when potty training children. This supports children's overall personal development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe and promote their well-being. She can identify when there is a concern about a child's welfare and knows how to report to the relevant agency. This includes the action the childminder should take if an allegation was made against her or any household member. In addition, she attends regular safeguarding training to help keep her knowledge up to date. The childminder makes effective use of risk assessments to identify and minimise hazards to children. She fully considers any risks she might encounter when on outings, to help keep children safe.

What does the setting need to do to improve?

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

- give children enough time to respond to questions, to further support their communication and language skills.

Setting details

Unique reference number	EY242929
Local authority	Wigan
Inspection number	10289364
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 November 2017

Information about this early years setting

The childminder registered 2002 and lives in Atherton. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

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 setting.
- The childminder led the inspector on a learning walk and discussed the early years curriculum.
- The inspector carried out a joint observation with the childminder of the children taking part in sensory activity.
- The inspector observed the childminder's practice and considered the quality of the education and its impact on the children's progress and development.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the ongoing suitability of household members.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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