

# Childminder report

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Inspection date:

13 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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 quickly settle into the routine of the setting. They are happy and enjoy spending time here. The childminder offers flexible settling-in sessions. This helps children establish secure bonds with the childminder. Children demonstrate that they feel safe here. The childminder is a positive role model. For example, she teaches children to be kind and caring and to have 'kind hands'. Children learn to tidy up resources when they want to play with a new toy. This ensures children have enough floor space to play and the toys do not become a trip hazard.

The childminder plans interesting activities for children and, as a result, children are excited to learn. For example, babies are overjoyed as they feel the texture of sand on their toes for the first time. They grasp wooden spoons and watch the sand disappear as they mix it on top of sieves. Children gain positive attitudes to learning from a young age. They benefit from experiencing a range of outings. For example, the childminder takes children to the library where they have opportunities to borrow books and learn about the job of a librarian. They go to the supermarket and help to choose ingredients off their shopping list. These opportunities help children learn more about the world and to develop good social skills.

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

- The childminder provides a broad curriculum. She understands children's previous experiences and plans appropriate next steps in children's development. Children make good progress in their learning.
- Children have opportunities to develop their growing independence. For example, they help to make their own lunch and they put their own coat and shoes on to go outside. Children learn to manage their own personal hygiene. These opportunities help children feel proud of the activities they can complete by themselves.
- The childminder helps children learn about healthy food choices. For example, children learn about foods that are nutritious and good for their bodies. The dental nurse visits children to teach them about foods that are good and bad for their teeth. These opportunities help to promote a healthy lifestyle.
- Children's communication and language development is promoted well. The childminder sings nursery rhymes and action songs regularly with children. Babies repeat animal noises back to the childminder as they sing songs together. They happily babble as they share books together. These opportunities help children make progress with their communication skills.
- Parents are happy with the service provided. They are thankful for the home-from-home environment the childminder creates. Parents are grateful for the interesting outings that the childminder takes children on. The childminder keeps

parents updated about the progress their children are making and their next steps in learning. This helps to provide continuity in children's learning.

- The childminder ensures that she keeps her mandatory training up to date. She attends training sessions online to keep her knowledge updated. The childminder gathers parental feedback verbally about the care she provides for children. However, the childminder does not critically reflect on her provision. She does not consider the areas, or aspects of her curriculum, that she could further improve to benefit the children.
- Children behave well. The childminder is a positive role model. She recognises when children are hungry, tired or unwell and responds appropriately. The childminder changes the routine to ensure that children's needs are met and that children can eat, rest and have quiet time when needed.
- Children learn about religious festivals, such as Diwali. This gives children some awareness of other religions. However, the curriculum does not provide opportunities for children to learn more about other people and about cultures and communities that may be different to their own to strengthen their awareness of diversity.
- Children's physical development is promoted well. For example, children have opportunities to climb and balance at local parks. Babies smile with delight as they squash and squeeze a piece of jelly in their hands. The childminder helps children roll out the play dough with rolling pins. This helps to build up children's small-muscle movements.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities for safeguarding children. She has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. The childminder understands the procedures and who to contact for advice if she had a concern about a child's welfare. She is aware of safeguarding concerns, such as radicalisation and extremist behaviour. The childminder helps children learn how to keep themselves safe. For example, children learn how to cross roads safely when they go on their outings. The childminder ensures that her home is safe and that children are always supervised in her care.

## What does the setting need to do to improve?

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

- strengthen self-evaluation and reflection to further develop the quality of the provision
- extend opportunities even further to enhance children's understanding of diversity.

## Setting details

<b>Unique reference number</b>	322581
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10295323
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	11 December 2017

## Information about this early years setting

The childminder registered in 2000 and lives in Standish, Wigan. She operates all year round from 8am until 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Olivia Barnes

### 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector.
- 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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Piccadilly Gate  
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Manchester  
M1 2WD

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