

# Childminder report

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Inspection date:

30 November 2023

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The childminder provides a home-from-home setting, where children are treated like her own and receive exceptional levels of care. Children have built strong and effective attachments to the childminder. They independently go to her for reassurance and giggle with anticipation and delight as she joins in their play. These attachments help children to be settled and ready to learn.

The curriculum is thoughtfully designed with a clear purpose. It ensures all children have plentiful opportunities to practise skills and build on what they already know and can do. The childminder sequences children's learning exceptionally well. For example, she encourages children to practise previously taught skills, such as how to use a bowl and spoon before they eat lunch. When lunch is ready, children recall the skills they have practised and use cutlery to eat their lunch effectively. Children make excellent progress.

The childminder is an excellent role model. She offers lots of encouragement to children, gives them constant praise and ensures that all children are aware of expectations. The childminder considers children's overall happiness, safety and well-being at all times. This helps to promote children's outstanding attitudes to learning.

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

- Communication and language are given the utmost focus. The childminder skilfully supports children's communication from the very earliest stages. For example, she maintains eye contact and talks to younger children as they babble. The childminder models vocabulary, allows time for repetition and plans constant opportunities for singing, stories and rhymes. Children are able to express their needs and are developing excellent communication skills.
- The childminder has a very strong intent for children's learning and gives children a wide range of opportunities to support their development in all areas. For example, children excitedly explore musical instruments. The childminder encourages children to listen carefully and introduces rhythm as she counts out loud 'one, two, three'. This helps to support children's independent exploratory skills as they develop their creativity. As a result, all children make excellent progress in their learning and development.
- Children receive extremely high levels of care, precisely targeted to support their individual needs. For example, the childminder hugs children who are a little unwell and rocks them to sleep, which mirrors the care they receive at home. The childminder sits with them as they drift off to sleep and talks softly to reassure them. Children's emotional well-being is woven throughout all activities, which helps them to build a positive sense of themselves.

- The childminder places children's changing needs at the heart of the setting. For example, when children returned after the COVID-19 pandemic, the childminder identified that children's social skills had been negatively affected. In response, she started a weekly playgroup. This gives children opportunities to play with a wider circle of friends, develop their social skills and gain confidence in their communication and language skills.
- Children develop a broad sense of the wider world. Carefully considered experiences support children to learn new skills. For example, children use public transport, enjoy picnics in the woodland and visit local shops. These activities are carefully targeted to provide children with a wide range of experiences that help to prepare them for their future learning. For example, children buy bus tickets and exchange money at the shops as they purchase items. These activities also help children to gain self-confidence and important life skills.
- Partnerships with other professionals directly support children's well-being. For example, as children transition to school, the childminder walks with children and shows them where they will be going. In addition, she takes children on transition visits. This also enables the childminder to share detailed information about every child. This helps to provide a seamless transition for children as they move to their new school.
- Parents are extremely complimentary about the learning and care their children receive. They are actively involved in their children's learning and work closely with the childminder. Parents comment that the childminder is an 'exceptional caregiver' and that they are 'blown away by their children's communication skills'. These partnerships provide an effortless transition from home and consistency of care for their children.
- The childminder constantly evaluates her practice to make sure that she is providing high-quality education for all children. She carefully considers how she could engage children even further, to develop their skills to the highest level. The childminder meets with other childminders to discuss good practice. She also attends training and undertakes independent research to constantly build her knowledge. This means that the setting is always adapting to meet the needs of children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a full understanding of her responsibilities to keep children safe. She continuously enhances her already excellent knowledge of safeguarding policies and procedures. She is aware of safeguarding issues in the local community and has strategies in place to support children and families should they need support. The childminder has the highest levels of safety procedures for children if they are on outings. For example, she teaches children to always put a seat belt on in the car and the best place to cross the road safely. Children are encouraged to understand personal safety and potential risk.

## Setting details

<b>Unique reference number</b>	EY497238
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10308585
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	1 March 2018

## Information about this early years setting

The childminder registered in 2016 and lives in Wigan. She operates each weekday, during term time from 7.30am to 5.30pm. The childminder holds an appropriate early years qualification at level 3. The childminder is registered to provide funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elisia Lee

### 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 childminder.
- 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.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views through written comments.
- 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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