

Childminder report

Inspection date: 25 January 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

The childminder is nurturing towards children. She provides plenty of cuddles and reassurance when younger children are unsettled. Children are happy and form close bonds with the childminder. They join in with the childminder during songs and rhymes, moving their bodies to the actions. Children ask questions and invite the childminder into conversations. They have a sense of belonging and feel valued. The childminder supports children to develop their mathematical skills. Children learn about number and how to count, such as through familiar rhymes and songs. Children behave well. They try their best during activities and listen to instructions well.

The childminder uses effective strategies to support children with special educational needs and/or disabilities (SEND). She places a strong focus on helping children to develop their listening and speaking skills. The childminder reads stories to children, encouraging them to point at animals and use language by copying sounds and words. Children's language skills are progressing well. The childminder uses Makaton signs and gestures when communicating with children. This helps to ensure that all children are supported to make sustained progress in this area of their learning and development.

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

- The childminder has a sound knowledge of how to support children with additional needs. She works very well alongside parents and other professionals to ensure that children with SEND receive the specialist help they require. The childminder shares strategies with parents, so they can support their child's continued learning at home. For example, she explains to parents how to pause during speaking and encourage their child to say the missing word. Children benefit from this shared approach, which helps them to flourish and be successful.
- The childminder has a clear vision for her curriculum and ensures that children's language and communication is supported well. The childminder accurately assesses what children know and can do and carefully considers what their next steps in learning are. Overall, children make good progress in their learning and development.
- The childminder knows children's interests and uses these generally well to build on what they already know. However, she does not always consider her implementation of the curriculum to ensure she fully supports children's learning and development. For example, during some adult-led activities, the childminder tries to include too many learning objectives at once. This impacts on her ability to target her teaching precisely enough to enable children to fully focus and get the most out of the activity.

- The childminder is highly qualified and seeks out regular opportunities to keep her knowledge up to date. For example, she is currently undertaking an early years professional development programme. She shows a determination to continually improve her knowledge and skills. The childminder also meets with other childminders to share good practice.
- The childminder promotes children's understanding of mathematical concepts well. For instance, she counts ducks in a book and helps children to understand the value and quantity of numbers. The childminder extends this learning further and shows them five fingers. Children copy and hold up five fingers as they count. They also learn to recognise numerals in the environment, such as on doors and buses in the community.
- Children have varied opportunities to learn about the local community and enhance their knowledge of the wider world. The childminder plans regular educational trips, including to the local farm as well as to music and dance classes. She takes children out regularly to attend local play groups, where they develop their social skills with other children.
- The childminder supports children to manage their personal care needs. For example, she promotes their understanding of the importance of washing their hands before eating. Children access the wide range of toys and resources available. They self-select and explore, confident to follow their own interests.
- Children behave well. They show respect for others and the childminder offers gentle reminders to use manners if they forget. Children are learning to regulate their own behaviour and how to follow rules, such as sharing and taking turns.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- evaluate and improve how some learning activities are implemented, to better enable children to focus well on the main intended learning.

Setting details

Unique reference number	EY446409
Local authority	Wigan
Inspection number	10308373
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 March 2018

Information about this early years setting

The childminder registered in 2012 and lives in Orrell, Wigan. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 5.

Information about this inspection

Inspector

Daphne Carr

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 discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to/communicated with the inspector during the inspection.
- Parents shared their views of 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.

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 2024