

Childminder report

Inspection date: 5 July 2022

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children happily enter the childminder's home and choose where to play, accessing the wide range of resources that are suitable for their stages in learning. They independently take opportunities to solve problems. For example, children work out how to fit cogs together in order for a toy to work. Children regularly take part in dancing and making music. They learn about rhythm and rhyme as they sing songs and clap the syllables in words. This supports children's listening and literacy skills.

Children are independent throughout the day. They pour their own drinks at snack time, place their used plates in the sink and wash their hands after using the bathroom. Additionally, they say 'sorry' to their friends without being prompted. Children understand how to play carefully together and are learning how their actions may impact their peers' feelings. Since the last inspection, children are being supported to learn boundaries and follow instruction. This creates a calm, safe environment and helps prepare older children for the expectations of behaviour in school. Children have good concentration skills and focus on tasks that interest them.

Since the COVID-19 pandemic, the childminder noticed that children's physical skills are lower than expected. Children are supported daily to be physical and learn how to negotiate their surroundings in the outdoors. They practise balancing and take part in local bicycle-riding sessions. Additionally, they build core body strength by standing at activities rather than sitting.

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

- Since the last inspection, the childminder has developed an understanding of how to ensure she meets the needs of all children in her care. She has employed an assistant in order to help her complete tasks, such as cooking. This helps the childminder devote her time to children and support their learning and care needs effectively.
- The childminder has embedded a strong focus on literacy and mathematics within her well-planned curriculum. Children are confident counters and enjoy recognising numbers in their environment. Additionally, children recall a number of events and enjoy retelling stories they have enjoyed reading with the childminder. The childminder provides lots of opportunities for children to develop their hand muscles. This helps them create controlled marks and use various tools in preparation for early writing.
- Children learn how to be healthy. They plant, pick and cook vegetables. Children enjoy eating these and discuss what foods are good and bad for their bodies. Additionally, children have been practising tooth brushing. Parents comment on the positive impact this has had on their children's oral health.

- Although the childminder has carefully planned her intentions for children, she occasionally over-directs activities and routines. This leads to children's independent learning skills being interrupted. For example, children are sometimes asked to move from one activity to another quickly. This hinders their curiosity and ability to independently extend their own learning because they lose focus.
- Children's communication and language skills are well supported. They hold good conversations with the childminder and their friends. Any gaps in speech are quickly identified and the childminder works closely with relevant professionals to action support plans. Children talk clearly about their favourite animals and describe their features as they make models in the dough.
- The childminder teaches children about some cultures they are familiar with and how they are unique. However, she has not yet broadened children's knowledge and understanding of similarities and differences between people, cultures and beliefs beyond their own. This hinders children's understanding of the wider world and life in modern Britain.
- Partnerships with parents are strong. The childminder works closely with all families to ensure they know what their child is learning and how to continue this at home. There is a smooth transition for children between home and the childminder's setting. This helps children to feel secure, and they settle quickly with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has up-to-date policies in place and knows how to respond to child protection concerns in line with local authority procedures. She understands signs and symptoms that may present if a child is at risk from harm or is being abused. The childminder ensures she removes risks from her home in order for children to play safely. She holds a paediatric first-aid certificate and knows what to do in the event of an accident.

What does the setting need to do to improve?

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

- strengthen teaching skills to give children the time they need to develop their own thinking and curiosity skills further
- broaden children's awareness and understanding of the wide range of differences in people and communities beyond their own.

Setting details

Unique reference number	2500585
Local authority	Blackburn with Darwen
Inspection number	10237433
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	17 March 2022

Information about this early years setting

The childminder registered in 2019 and lives in Blackburn. She provides care from 7.30am until 5.45pm, all year round, with the exception of bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of activities with the childminder and they evaluated her practice together.
- Children communicated with the childminder during the inspection and shared their favourite things to do at the childminder's 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.

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