

Childminder report

Inspection date: 10 November 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this calm environment. They behave well, and the childminder is a good role model. Children are polite. For example, two-year-old children say 'excuse me' and 'please' to gain the attention of adults. Children understand the daily routines and know what is expected of them. For instance, children know to tidy away the toys before lunch.

The childminder provides a good selection of reading material in all areas of the setting. Young children enjoy choosing stories, which are read aloud by the childminder in a captivating way. Children delight in joining in, making animal noises, and practising tricky words, such as 'elephant'. Children show high levels of concentration and remain engaged in activities for a good length of time. The childminder engages children in thoughtful conversations while they play. She asks where they would like to go in a rocket and allows plenty of time for children to think and respond. This helps children to develop their thinking skills and become confident communicators.

The childminder has adapted how she teaches children to minimise the impact of the COVID-19 pandemic. Children have had limited opportunities to interact with their peers throughout the pandemic. The childminder recognises this and encourages children to socialise with their friends from other settings while learning outside. She takes activities to the local park. Children learn about nature at a pumpkin farm. The childminder prompts children to recall pushing pumpkins in a wheelbarrow. Children remember that the pumpkins were very heavy and use actions to show how difficult it was to carry them.

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

- The childminder knows children well and has a good understanding of the different ways in which they learn. She plans activities that interest children and supports their individual learning styles. For instance, she supports boys to develop their early writing skills by encouraging mark making on pumpkins. This helps children to make good progress in their learning. The childminder verbally shares her observations of children's learning and progress with parents, including any concerns or gaps. However, she does not record children's progress checks at age two in writing as required, so a written record can be provided to other professionals at their two-year-old health check.
- The childminder takes time to develop effective partnerships with parents. She shares lots of information that helps them to extend children's learning at home. Parents are pleased to be invited on outings. They enjoy having opportunities to be involved in their children's learning. However, partnership working with other settings attended by children is not fully embedded by the childminder. This

means continuity of care and learning for children is not fully promoted.

- The childminder accesses training to keep her knowledge and skills up to date. She has recently completed courses on food hygiene, nutrition, and behaviour management. This helps her enhance the quality of experience for children attending her setting.
- The childminder teaches children the importance of healthy lifestyles. They play outside where they can run around in the fresh air, improving their physical health. The childminder involves children in buying and preparing healthy foods and discusses the impact on their bodies. She reminds them about the importance of limiting screen time, and resting if they are tired.
- The childminder teaches children about how they are unique. They learn about similarities and differences as they play with children from different backgrounds and with different types of families. Children proudly point to pictures of their families displayed in the setting. They feel a sense of belonging in their setting.
- The curriculum for mathematics is well promoted. The childminder extends children's learning by weaving mathematics throughout their play. She has high expectations for what children can achieve. For example, two-year-old children practise pronouncing the word 'hexagon' and learn to count the number of sides it has. Children later recall what they know and remember about the shape.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her roles and responsibilities to safeguard children. She knows the signs that may indicate a child is at risk of abuse. She has sound procedures for what to do if she is worried about a child's safety. The premises are clean and hygienic. The childminder risk assesses her setting to ensure that all areas accessed by children are safe. She ensures children are safe and well supervised on outings.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure progress checks at age two are recorded and provided to parents.	22/12/2021

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

- strengthen partnerships with other settings attended by children to help promote continuity in children's care and learning.

Setting details

Unique reference number	2505783
Local authority	Blackburn with Darwen
Inspection number	10207755
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	2 to 6
Total number of places	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and is located in the Brownhill area of Blackburn with Darwen. The childminder operates all year round, from 8am until 5:30pm, Monday to Friday, with the exception of family holidays. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Amy Johnson

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder spoke with the inspector about her provision and intentions for children's learning.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- A joint observation was conducted by the childminder and the inspector.
- The inspector observed the interactions between the childminder and children.
- A sample of documentation was provided by the childminder and viewed by the inspector.
- Parents spoke with the inspector and shared their views about the setting.
- The children spoke to and interacted with the inspector throughout the inspection.

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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