

Childminder report

Inspection date: 31 January 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe. They enjoy the time that they spend with the childminder, who provides a warm and welcoming environment. Children behave well. They form positive relationships with the childminder and the other children who attend. Children regularly seek out the childminder for cuddles, which demonstrates that they feel secure. They are reassured and settle quickly when they feel a little apprehensive in the presence of visiting adults. Children learn to be kind and respectful, and they play cooperatively together. They make good progress from their starting points and gain a secure foundation for their future learning.

Children benefit from the unique opportunities the childminder has to offer them. For example, they learn how to care for some of the animals in the childminder's small holding. Children learn how to be gentle and careful while collecting eggs and to be patient while waiting for chicks to hatch in the incubator. They learn about bees and how they produce honey. These real-life experiences help to deepen children's understanding of the natural world and caring for living things.

The childminder has maintained close contact with families during the COVID-19 pandemic. When settings were only open to children of key workers, the childminder kept in touch with families and gave parents practical support. This helped her to support children's emotional well-being effectively.

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

- Children develop their communication and language skills during activities and discussions with the childminder. She asks them questions which help to build on the range of words they use. Children often respond with their own views and suggestions. This helps them to feel valued and respected. Children love looking at books and select stories that are familiar to them. They join in with familiar phrases as the childminder reads. This positively supports their understanding and conversation skills.
- The childminder is a good role model. She has a gentle approach and communicates respectfully with children. Children respond positively, listen carefully and follow guided instruction. For instance, when the childminder asks the children to tidy up, they eagerly do this before getting more toys out. Children learn to be independent and to make decisions. For example, they confidently put on their own wellington boots and get ready to go out for a walk. When they return to the playroom, they choose what snack they would like from the healthy options that the childminder presents to them.
- The childminder establishes good partnerships with parents. She keeps them informed about the activities they take part in and the progress their children

make. Parents are very complimentary about the care and opportunities their children receive. The childminder shares information with other settings that children attend. This helps to provide continuity in their learning and development.

- The childminder has high ambitions for all children. She provides a range of good-quality resources. These enhance children's learning and development across all areas of the curriculum. Children benefit from the opportunities to build on their vocabulary. For example, they help the childminder to prepare for activities. She introduces words such as 'cold' and 'slippery', to describe the work surface. Children recognise colours and count the number of bowls they need. Their understanding of technology is supported by the childminder explaining the use of the electric mixer. Children add water to a soap mixture and mix it together using wooden spoons. They laugh with excitement as they feel the bubble mixture tickling their fingers.
- Children experience the freedom to explore the natural environment and visits to other places of interest. They enjoy outings to local woodlands where they meet with other childminders and their childminded children. Children relish visits to the beach and the train station, and they often travel on public transport. Although children learn about their own community, the childminder does not fully develop children's knowledge about communities and cultures that are different from their own.
- The childminder constantly reflects on further development areas to support children's learning. This is particularly aimed at the outdoor provision and providing additional opportunities for children to grow plants and vegetables. However, she has not yet identified further professional development opportunities to help her to continually develop her own knowledge of early years practice and teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibilities to keep children safe from abuse and harm. She knows the procedures to follow and the people to contact should she have concerns about a child's welfare. The childminder is familiar with a wide range of safeguarding issues, including extremism and child exploitation. She knows how to report any allegations made against her or a member of her household. The childminder carries out detailed risk assessments of the indoor and outdoor environments. She closely supervises children and keeps them safe when on outings.

What does the setting need to do to improve?

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

- plan a wider range of experiences that help children to develop their understanding of the difference and diversity of the world around them, and the similarities and differences between themselves and others
- develop a more focused programme of professional development to help raise the quality of teaching to an even higher level.

Setting details

Unique reference number	2525622
Local authority	Lancashire
Inspection number	10208264
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 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Bolton-le-Sands, Carnforth, Lancashire. She operates during term time from 7.30am to 5pm, Monday to Wednesday, 7.30am to 5.30pm on Thursday and from 7.30am to 4.30pm on Friday. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Carys Millican

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 inspector and the childminder had a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this has on children's learning.
- The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The inspector took account of the written views of parents.
- 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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