

Childminder report

Inspection date: 25 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and safe in this calm, friendly environment. They feel a sense of belonging as they 'sign in' with their peg doll. Children are excited to learn, and they live up to the high expectations that the childminder has of them. They choose from the wide range of interesting activities planned by the childminder. Children wait patiently for the childminder to reveal what is in the mystery box. They are delighted to find a 'bird's nest' from which they retrieve 'worms' with tweezers and pegs. This helps the small muscles in their hands to develop in preparation for early writing.

The childminder has ensured that children have had plenty of opportunities to access outdoor areas since the start of the COVID-19 pandemic. They benefit from the fresh air which supports their good physical health. Children enjoy learning outdoors. They recall hunting for minibeasts in the nearby woods and remember the names of birds they have observed in the childminder's garden. Children's behaviour is exemplary. They speak to adults and each other with respect and politely ask for a turn with the binoculars. They confidently show adults who are new to them how to use the binoculars. The childminder praises their good manners, and they join in with the 'please and thank you' song. Children enjoy bursting into spontaneous rhymes and songs throughout their day.

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

- The childminder models a wide range of vocabulary and encourages children to practise new words in the context of their activities. For example, they recall learning the word 'cheerful' as they discuss their feelings. They use actions and facial expressions to express different emotions. This helps support children's developing communication skills.
- Children are learning to be increasingly independent. The childminder supports them to manage their own dressing and hygiene needs. Children put on their own wellies and choose to put on gloves before going outside. They know why they should wash their hands after playing outdoors and do this without being asked. They sing a song about germs while washing their hands. The childminder offers healthy snacks and meals which children eat at the table, using cutlery with confidence. She reminds children to drink water regularly. This supports children's good health.
- Children learn about nature and food chains as they investigate worms. They recall that birds eat worms and that worms eat peelings in the compost bin. The childminder encourages children's thinking skills as she asks questions, such as 'do you think worms like water?' The children look at how the worms react to water and soil and decide that worms do like water but like soil better. This inspires children to be curious about the world around them.

- The childminder knows the children well and plans activities based on their interests. They visit construction sites. Children recall seeing the diggers and excavators and use these words in their play. The childminder sources training to help her support children's interests and needs. She has completed training which has made her and the children more aware of their surroundings. This has led to a calmer environment, which is more conducive to learning.
- Parents say they are 'thrilled' with the care their children receive. The childminder uses secure online platforms to share information about children's learning with parents. She uses a termly feedback form to gather parent's opinions and ideas. They say their children are 'learning how to grow through kindness, love and creativity' in this setting. The childminder supports families through personal issues and offers advice and help where she can.
- The curriculum for mathematics is woven throughout all areas of learning. Children learn about colour as they make paint from chalk and water. They investigate what happens when they mix different coloured paints on a sheet using spray bottles. The childminder uses mathematical language, such as 'longer' and 'shorter' while looking at worms. Children look at different shapes as they use a variety of cutters in the play dough. Although children are proficient at counting, opportunities to deepen their understanding of number are not always capitalised upon.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of safeguarding issues. She has a secure awareness of the signs and symptoms of abuse and knows the procedures to follow if she is concerned about a child's welfare. She knows about county lines and is vigilant in looking out for signs of this, as it is an issue that is prevalent in the local area. The childminder ensures that areas of the premises accessed by children are safe and secure. She undertakes risk assessments to ensure children are safe on outings.

What does the setting need to do to improve?

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

- maximise opportunities to deepen children's understanding of number.

Setting details

Unique reference number	2533235
Local authority	Lancashire
Inspection number	10208517
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Preston, Lancashire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about her curriculum and premises.
- The childminder and inspector conducted a joint observation.
- The children spoke to the inspector throughout the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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