

Childminder report

Inspection date:

7 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

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 well settled and happy in the childminder's home. They are content in their play. Babies babble when they enjoy games and brand-new experiences the childminder provides. For example, babies shout out in delight and show interest when grass and paint touch their bare feet. Children love playing outside and developing their sensory awareness. Babies listen to new words the childminder uses, such as 'crinkle' and 'glug'. This helps to develop their early language skills.

Children follow routine and learn expected boundaries with ease. They have many opportunities to learn and practise their independence skills from a young age. Babies hold their own spoons at mealtimes. Older children learn self-care skills such as dressing, handwashing and preparing their own food. Children learn key skills and values that help them prepare for their future. For example, they learn how to collect and recycle plastic they collect in the community. This helps them to respect their environment and planet.

Since the COVID-19 pandemic, the childminder has supported children to socialise with others again. Children attend playgroups and visit the community often. This aids their interaction skills and helps to reduce any social anxiety. Additionally, this helps children become familiar and accepting of other people, ready for life in modern Britain.

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

- The childminder has high expectations for children and is passionate about helping them learn. She identifies training programmes that help her meet some children's needs, such as communication and language support. However, she does not consistently evaluate her practice in order to identify areas for improvement to help her meet the changing needs of all children. For example, babies love the visual and sensory aspects of the childminder's garden during outdoor play. However, on occasion, they are encouraged to join in with activities that sometimes limit the occurrence of age-appropriate exploration. This being said, children are happy and have a go at new tasks the childminder exposes them to.
- Children have a love of reading from an early age. They freely choose their favourite stories and learn how to handle books when they are babies. Children have the opportunity to take books home with linked activity packs to help continue their reading and overall learning at home with their parents.
- The childminder carefully assesses children's progress from the start and plans a meaningful curriculum that helps extend development further. She knows the children well and uses their interests to help engage them in play. Additionally, she uses this information when she works closely with other settings that

children will, or do, attend. The childminder shares children's goals and achievements in order to help their learning to continue.

- Partnerships with parents are well established. Parents are happy with the care and support their children receive and comment on the 'high levels of progress' their children make when at her setting. The childminder makes it her priority to involve parents in their children's learning through discussion and by encouraging their contribution from home. As a result, the childminder is aware of new skills and interests she can support children with in her home. This in turn helps children settle and feel secure quickly after time away and when children first start with the childminder.
- Children develop physical skills in a variety of ways. They can climb, jump and balance in the childminder's garden. Additionally, babies use push-along toys to pull themselves up and are supported to develop core strength with play. Furthermore, children enjoy making marks on the floor using mops and brushes. This helps their large-muscle skills as well as their mark-making and early writing abilities.
- The childminder helps children to understand themselves and how their behaviour may impact other people. Young children are encouraged to start thinking about their feelings in relation to colours. This helps them identify emotions as they arise. Children access a quiet and safe space where they can be calm and learn to self-soothe. As a result, children learn to be kind and aware of how to respect other people's wishes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in reporting any child protection concerns for children. She knows how to recognise a range of signs and symptoms of abuse. The childminder ensures her home is safe and secure for children to access. She holds an up-to-date paediatric first-aid certificate and knows how to respond to an accident. The childminder understands how to prepare food and milk bottles for babies following safe and hygienic procedures. She knows how to put children to sleep safely and to monitor them regularly.

What does the setting need to do to improve?

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

- continue to develop self-evaluation techniques that help improve practice even further to suit the changing needs of all children's development and well-being.

Setting details

Unique reference number	2534200
Local authority	Lancashire
Inspection number	10215160
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	0 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Whittingham, Preston. She operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification.

Information about this inspection

Inspector

Rachel Waterhouse

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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector and the childminder carried out a joint observation.

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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