

Childminder report

Inspection date: 23 June 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 enjoy their time at the childminder's. She has created a warm and caring environment where children feel happy and safe. Children have lovely bonds with the childminder and feel at ease when they are with her. They seek her out if they need assistance with something and sit on her lap for cuddles.

The childminder provides a wealth of resources for the children, both indoors and outdoors. Children have ample opportunities to develop their skills in all areas of learning. For example, they enjoy mixing paint and creating artwork. Children show excitement searching for treasure in the sand and putting it in the treasure chest. When choosing their favourite songs to sing, children laugh when the childminder changes the words.

Children have a positive attitude to learning. For example, they enjoy completing jigsaws. The childminder encourages children to persevere and they show delight when they match pieces together. Children play cooperatively and have excellent manners. They share and take turns throughout their play. The daily routine provides the children with awareness of what will be happening next. As a result, children understand expectations of them, for example when it is time to tidy up.

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

- The childminder shares information with parents verbally each day. She also shares photos electronically. Weekly activities are shared via social media in advance to keep parents up to date with planned events. However, the childminder does not always link learning that takes place in the setting to that taking place at home. She does not always gauge input from parents about their children's learning and development. Therefore, children do not always benefit from continuity in learning.
- Children have ample opportunity to play outdoors at the childminder's home. In addition to this, the childminder also takes children to visit local parks, play areas and toddler groups at the local church. This gives children the opportunity to develop their social skills when playing with other children. The children recently rode on a tram and talk about this with excitement. Therefore, children are learning about the world around them.
- Overall, the childminder uses her curriculum to support children in their learning. She follows their interests and uses her knowledge of what they can do and need to do next to plan activities for them. However, sometimes activities are not focused sharply enough for each child. As a result, children's attention frequently switches to other activities and the wealth of resources on offer.
- Mathematics is supported very well. Throughout play, the childminder uses appropriate language to develop children's knowledge and understanding of

mathematical concepts. For example, children are encouraged to count how many bricks they use to make a tower. They are further encouraged to compare smaller and taller towers. The children and the childminder also discuss the different shapes used. The childminder introduces the shapes oval, pentagon and cube. As a result, children explore these, counting the number of sides.

- Communication and language are supported very well. The childminder models language and engages in conversations with children throughout play. The childminder is tuned in to the children's love of books and singing by providing these activities for children each day. The children were excited to hear a new story the childminder had found. The childminder explains the purpose of the text and how to handle books with care.
- The childminder encourages good care practices. Children know to wash their hands prior to eating and after toileting. Children are confident pouring their own drinks and preparing food, for example when buttering their toast at snack time. Children are given choices for their snacks and meals. This allows children's voices to be heard and for them to have an input into their day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role when it comes to safeguarding children. She knows the signs and symptoms of abuse and how to report any concerns she may have. The childminder is also aware of her responsibility for reporting concerns of other professionals she comes into contact with. The childminder has the relevant safeguarding training and keeps this up to date. The childminder's home is safe and secure. She identifies and minimises hazards to children's safety.

What does the setting need to do to improve?

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

- review how focused activities are planned and delivered to ensure that children do not become too easily distracted
- strengthen parental partnerships to extend children's learning at home.

Setting details

Unique reference number	2538760
Local authority	Lancashire
Inspection number	10215285
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 5
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 Leyland. The childminder operates all year round from 7am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Martin

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 observed the childminder interacting with children during activities. She discussed the quality of teaching and the impact on children's learning.
- The inspector examined a sample of relevant documents and evidence of suitability of people living in the household.
- The inspector had a tour of the childminder's home. She discussed with the childminder how she organises her setting and how she plans the curriculum for children.
- Several discussions were held between the inspector and the childminder at appropriate times during 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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