

Childminder report

Inspection date: 20 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

The childminder is caring and attentive and children form secure emotional attachments with her. Minded children play harmoniously together with the childminder's own children. They benefit from a curriculum that is planned carefully, to help them remember long term what they have been taught. For example, they are able to identify and talk about the animals that they have visited during their regular trips to the zoo. Children learn how to keep safe and understand the childminder's rules. They learn to manage their own risks safely as they climb and balance on the crates in the garden. They show resilience and determination to keep trying.

Children are able to choose which activities and routines they join in with, which ensures they are interested in what is on offer for them and increases their motivation for learning. Children thoroughly enjoy making their own sensory bottles. They develop their fine-motor skills as they unscrew the lid and pick up tiny sequins and sparkly pom-poms with their fingertips to add to the bottle. This builds children's strength and prepares them for future writing. Once the water and glitter have been added, children shake the sensory bottles and are fascinated by the sparkles that swirl around. Children are creative and enthusiastic learners who develop the key skills and attitudes ready for future learning.

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

- Children's physical health is an important part of the childminder's practice. Physical exercise and fresh air have been a focus as children have had limited access to these during the COVID-19 pandemic. Children take regular trips to the beach, where they can run around and be energetic. This supports their physical development.
- The childminder uses activities and routines to help children develop an understanding of healthy lifestyles. She uses her own garden to plant and grow fruit and vegetables with the children. Children eat nutritional meals and snacks. They learn the importance of handwashing before meals and after using the toilet. This helps children to learn about being healthy.
- The childminder helps children to develop a love of books. Children sit round her and attentively enjoy a favourite story. The childminder asks simple questions and leaves natural pauses for children to contribute their ideas, for example what might happen next in the story. As a result, children engage well and develop their language skills as they clearly express their thoughts.
- Children's mathematics skills are supported within their everyday routines. For example, at snack time, the children work out how many strawberries they will need to pick from the garden to ensure everyone has a fair share. This allows children to explore quantity through their play.

- Overall, the childminder provides children with a curriculum which follows their interests and she adapts her teaching in response. For example, children are enthusiastic as they use a large empty cardboard box to make a tunnel. This promotes children's imaginative skills.
- Parents speak positively about the childminder. They state their children are very happy to attend and enjoy the many activities she provides for them. The childminder communicates regularly with parents and shares information about their child's activities and care arrangements.
- Children learn to manage their own personal care needs. For example, they know when they are thirsty and recognise when they are tired. However, at times, the childminder completes tasks for children that they could attempt to do for themselves. For example, she tidies away resources, serves the food and only provides cups with lids on. This means opportunities for children to extend their self-help and independence are limited during these times.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training that helps her to recognise the signs and symptoms of possible child abuse. She knows who to contact if she has a concern about a child in her care. All adults in the home undergo the necessary suitability checks. The childminder assesses risk well, both indoors and outside of the home. On sunny days, she protects children from harmful UV rays by applying sun cream and ensuring the children play outside in the morning, before it gets too hot in the afternoon. The childminder holds a valid paediatric first-aid certificate which enables her to treat children appropriately in the event of an accident.

What does the setting need to do to improve?

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

- provide further opportunities for children to do things for themselves, in order to build their independence

Setting details

Unique reference number	2543017
Local authority	Lancashire
Inspection number	10215415
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Lytham. She operates from 7.30am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 6 and has qualified teacher status in early years.

Information about this inspection

Inspector

Lisa Oakley

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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