

Childminder report

Inspection date: 7 July 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 lots of interesting activities with this gentle and nurturing childminder. They learn about the natural world as they pick flowers and leaves and explore their unique qualities during a walk. Later, the flowers and leaves are used to paint, which encourages children's creativity. They predict the marks that they can make and test their theories as they explore the paint and colours. This helps children to develop their language and communication skills.

The childminder has high expectations of children, who respond quickly to her requests and instructions. They understand rules and boundaries and confidently talk about how to use knives safely when cutting their own fruit for snack. The childminder supports children to develop their independence. They place waste into the bin as they clear their own plates and put them in the sink.

Children engage in lots of imaginative play with the childminder. They drive the toy cars and create traffic jams as the childminder directs them wearing a police officer's helmet. Children have a positive attitude to their learning and are confident to make choices. They request their favourite songs to dance to. The childminder frequently follows the children's lead and allows them to develop their confidence and self-esteem.

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

- The childminder is committed to providing high-quality childcare for the children and families. This is achieved by working closely with a co-childminder to create strong shared values, policies and practice within the setting. These positive working relationships ensure that children are at the centre of everything that she does. As a result, children settle quickly, feel safe and are happy.
- Children's starting points are established during the settling-in process. The childminder has a good understanding of the areas of learning and considers children's individual needs when planning experiences. During activities, younger children enjoy the sensory aspect, while older children explore ideas and make predictions. The childminder is very clear on what she intends for children to learn from the activities she provides.
- The childminder has previous experience of working with children with special educational needs and/or disabilities. This includes supporting children with speech and language delay. She uses this expertise to support children's sensory needs and communication development. All children are making good progress in their learning.
- The childminder has established strong links with staff at other settings children attend. Children's next steps in learning are mutually agreed and any areas of concern are quickly identified. This ensures that children receive continuity of

care and education.

- Children's behaviour is good. They receive consistent messages around routine and boundaries. Children display high levels of respect for the provision as they access the wide range of resources indoors and outdoors. The childminder actively supports children when disputes occur. However, she does not support older children to develop their confidence and skills to independently resolve situations. For example, when two children want to ride in the car, she quickly advises one to ride in the back seat rather than allowing children to problem-solve and come up with their own suggestions.
- The children feel safe and secure in the childminder's care. She has many thoughtful conversations with children about their experiences. However, she does not support children to have the confidence to express how they are feeling. For example, when children experience emotions, she does not use the opportunity to talk about how they are feeling and label these emotions to support their understanding. This does not consistently promote children's well-being and emotional development.
- Parents express that their children are happy with the childminder. They describe her as 'organised' and 'helpful'. Children have settled quickly and really enjoy coming to her setting. Parents are regularly updated on what their children have been enjoying throughout the day and they value receiving regular photos.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that personal records and documents are securely stored on the premises. Her safeguarding training is up to date and she has a good understanding of how to keep children safe. The childminder knows the signs and symptoms of abuse and procedures to follow if she has concerns that a child may be at risk of harm. The childminder also understands the importance of whistle-blowing and who to contact if she has concerns about adults who work with children.

What does the setting need to do to improve?

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

- encourage all children to begin to work out their own solutions to disputes and conflict
- model the language of feelings to support children's understanding of their own and others' feelings.

Setting details

Unique reference number	2543306
Local authority	Lancashire
Inspection number	10215434
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 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 Lytham St Annes, Lancashire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works alongside a co-childminder.

Information about this inspection

Inspector

Jenny Burgeen

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 discussed how the curriculum is implemented and the impact that this had on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.

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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