

Childminder report

Inspection date: 31 May 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's social and emotional development is at the heart of this warm and nurturing setting. Children receive an abundance of reassurance and praise from the childminder and form close bonds with her. The childminder supports children to develop resilience and encourages them to not give up. As children persevere when learning to thread string through tubes of pasta, the childminder proudly says 'you can do it'. Children are happy and confident.

Children consistently meet the childminder's high expectations of behaviour. They listen carefully to what the childminder asks them to do and respond positively. For example, they enthusiastically tidy up and patiently wait at the table for lunch after washing their hands. Children play happily alongside each other. For instance, they help each other to find a way of stopping the tower of bricks falling and clap when they manage to achieve this. Occasionally, when children struggle to share the toys, the childminder calmly helps them to find a solution. Children are developing positive relationships.

Children benefit from the broad range of learning experiences the childminder offers. They practise climbing at the local park and mix with larger groups of children at the toddler groups they attend. Children enjoy being creative, they proudly point out their paintings on display and talk about where they will put the gate in the castle that they are designing. The childminder reads stories to the children and teaches them to recognise the letters in their names. All children are making good progress and are becoming independent, curious learners.

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

- The childminder places a strong focus on children's language development. She skilfully introduces new vocabulary, such as 'knife' and 'fork', by showing them a range of cutlery and explaining how each one is used. The childminder encourages thoughtful and engaging conversation. When a siren can be heard in the distance, she asks the children to predict what it could be and where it might be going. This supports children's language and communication skills.
- Partnerships with parents are strong. The childminder supports transitions by encouraging parents to visit the setting and to join her on outings before their children start. She keeps parents well informed of their children's progress and shares ideas with them about how to support learning at home. Parents say that their children enjoy being with the childminder and that they feel safe with her.
- The childminder provides many opportunities for children to improve their physical skills. Children learn to use a spoon to eat their cereal and to fasten their own shoes. They skilfully roll balls along the floor and carefully use their finger and thumb to thread string. They show good control in both large and

small movements. Children's physical development is well supported.

- The childminder encourages children to use their mathematical skills in their play. She asks the children how many strawberries they have on their plate and to compare the sizes of the paintbrushes they have used. Children confidently use mathematical language in their conversations with the childminder. They tell the childminder that their hat is 'too heavy' when it falls off and that the doll's clothes are 'too small'. Children's knowledge of mathematics is developing well.
- The childminder teaches children about being physically active and eating healthy foods. She talks to children about the importance of a balanced diet and explains how food gives them energy. Children talk about their favourite fruits and how strong they are getting. They excitedly hold their arms up and say to the childminder 'Look at the size of my muscles'. The childminder is supporting children's emerging understanding of what it means to be healthy.
- The childminder engages with other professionals to ensure that children receive the support they need. For example, the childminder accesses advice from local speech and language support services when she has concerns about children's speech development. However, effective systems are not yet in place to ensure that information is shared between the childminder and the other settings that the children attend. This has an impact on the continuity of children's education.
- The childminder knows the children well. She plans activities to follow children's interests and to support their developing skills. However, the childminder does not always focus enough on what her observations are showing about what children know and can do. This means that, occasionally, she is not able to accurately challenge children and plan for their precise next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities in relation to keeping children safe. She ensures that she completes relevant training and updates her knowledge of safeguarding regularly. This supports her to identify the signs that indicate a child may be at risk and to know how to respond. The childminder has locks on cupboards that contain cleaning products or sharp items and carries out regular safety checks on her home to reduce any safety risks to children.

What does the setting need to do to improve?

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

- improve communication with professionals from the additional settings that children attend to promote continuity of their education and care
- focus more precisely on what observations show about children's knowledge and use this to consistently plan suitably challenging activities.

Setting details

Unique reference number	2563324
Local authority	Lancashire
Inspection number	10232162
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Lancaster. The childminder operates Monday to Thursday, 8am until 5.30pm, all year round, with the exception of bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Liz Dayton

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 inspector observed the childminder's interactions with the children and the impact of these on children's learning.
- The childminder explained her intentions for children's learning.
- Children chatted and interacted with the inspector.
- The childminder carried out an activity with the children and evaluated the success of this on children's learning with the inspector.
- The childminder showed the inspector the areas used for childminding.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022