

Childminder report

Inspection date: 6 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 are happy with the enthusiastic childminder. They show that they feel safe as they confidently welcome new adults to their setting. The childminder joyfully sings to children throughout the day. This helps to calm some children. It delights others as they join in with familiar words and actions. The childminder models good vocabulary. She has developed an area where children can sit quietly and look at books. This helps children to develop a love of reading and to become confident communicators.

Children's physical development and overall well-being are well promoted. Children benefit from the spacious setting, both indoors and outside. They enjoy making 'sand porridge' in the mud kitchen in the garden. The childminder constantly offers children praise. Babies who are new to walking practise their newly acquired skills. The attentive childminder scoops them up with pride when they successfully navigate the room.

Children behave well. The childminder is an excellent role model and has high expectations of children. Children are polite. They say 'Excuse me please' when seeking the attention of adults. Children mirror the childminder's enthusiasm and are keen to join in with activities and to engage the childminder in their play.

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

- The childminder works with a co-childminder and two assistants. Their love for their roles shines and the quality of the teamwork is evident in the seamless way they run their setting. The childminder supports her assistants well. Assistants demonstrate high-quality interactions when working with children.
- The childminder works with other agencies when appropriate. For example, she liaises with health professionals to support children's specific medical needs. She shares her knowledge with the rest of the team, so that they can work together to support children effectively.
- The childminder has effective procedures to monitor and assess children's progress. Where she identifies gaps in their learning and development, she quickly puts support in place to narrow these gaps. The childminder plans interesting activities, which build on children's prior knowledge and skills. Children make good progress in their learning.
- The childminder has a good understanding of how children learn. Her interactions with children are generally of high quality and help to promote children's learning well. She asks children interesting questions. However, on some occasions she does not give children enough time to think and answer before she moves on to another question. This hinders the development of children's thinking and processing skills.

- Children are learning some of the skills that they will need as they move on to school. They learn to wash their hands and why this is important to help prevent the spread of germs. However, the childminder is inconsistent in her approach to promoting children's social skills. For example, children who sit at the table for breakfast are put in a high chair away from the main table at lunchtime. This limits children's opportunities for developing their social skills further.
- Children eat healthy, home-cooked meals. The childminder talks to children about the importance of a healthy lifestyle, including rest and exercise. This helps children to begin to develop healthy habits.
- Children visit a local farm shop with the childminder, where they choose fruits and vegetables to try. They see the farmer harvesting crops in his tractor. This helps children to learn about nature and about their community.
- The childminder has established strong relationships with parents. The childminder communicates with parents well. She shares ideas of how they can help to support their children's learning at home. The childminder offers advice on parenting issues, such as toilet training. Parents comment on the 'fantastic care' that their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of safeguarding issues, including radicalisation and extremism. She understands the indicators of abuse and the procedure which she must follow if she is concerned about the welfare of a child. The childminder understands that county lines is an issue which is prevalent in nearby areas. She has a sound understanding of children's dietary needs and ensures that those children with allergies are kept safe. The childminder ensures that the premises are kept hygienically clean to ensure children's ongoing good health and safety.

What does the setting need to do to improve?

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

- allow children more time to think and answer questions to promote their thinking skills even further
- strengthen ways to develop children's social skills, particularly during lunch times.

Setting details

Unique reference number	2568181
Local authority	Lancashire
Inspection number	10239149
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 3
Total number of places	6
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She operates all year round from 7.30 to 5.30pm, Monday to Friday, except bank holidays and family holidays. She has an appropriate childcare qualification at level 3. The childminder works alongside a co-childminder and two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Amy Johnson

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 her curriculum.
- Children and assistants spoke to the inspector throughout the inspection.
- The childminder and the inspector completed a joint observation of teaching practice together.
- Parents provided written feedback and their views were taken into account.
- The inspector observed teaching practice, care routines and mealtimes.
- A sample of relevant documentation was viewed by the inspector and taken into account, for example parental agreements.

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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