

Childminder report

Inspection date: 20 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 calm childminder. They show that they feel safe as they move confidently around the large indoor and outside spaces at the childminder's home. Children show curiosity and are engaged in the interesting and ambitious activities that the childminder plans for them. For example, toddlers enjoy making marks with 'ice-paints'. They notice how the ice smashes when they drop it. Toddlers repeat their newly learned word, 'smash', with glee.

Children's physical development is promoted well. Children have plenty of space to play and dance inside. They run around in the fresh air and practise their balancing skills while riding on wheeled toys in the garden. Toddlers delight in climbing onto a small platform where they declare themselves 'King of the Castle'. Children's overall well-being is promoted well.

Children generally behave well. Occasionally, children become frustrated and display more challenging behaviour. The childminder sensitively steps in to help children to learn to manage their emotions and to remind them of her expectations. Children are polite and follow the childminder's good example. They say please and the childminder reminds them to say thank you. The childminder offers consistent praise for children's efforts and achievements.

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

- The childminder knows children well and takes care to incorporate their individual interests into their learning. For example, the childminder encourages children to use balls in the paint tray, as she knows that this will capture their interest in making marks, in readiness for writing. The childminder monitors children's progress carefully.
- The childminder has a good understanding of how children learn. She asks questions to check children's understanding and to promote their thinking skills. The childminder takes care to give children enough time to think and answer before moving on. Children make good progress in all areas of learning.
- The childminder sources training to support her teaching practice. She targets her training to have an impact on children's learning. For instance, the childminder has completed training on incorporating mathematics into different areas of the provision. She designed a 'scavenger hunt' for children to enjoy while also practising their counting skills.
- The childminder uses songs and rhymes well to promote children's communication and language skills. She narrates children's play particularly well and reads to children in an engaging manner. Children join in with familiar words and actions. Occasionally, the childminder uses incorrect pronunciation when talking to children. This means that children do not always hear and

practise correct vocabulary. That said, overall, children are making good progress with their language skills.

- The childminder helps children to develop independence skills. Children learn about rules and the routines of the day. For example, young children know that they take off their wellington boots when they come inside. They try hard to do this for themselves.
- Children learn about making good choices to support a healthy lifestyle. The childminder gives them positive messages about physical exercise and rest. Children eat healthy food. However, the childminder does not routinely support children to understand the importance of using technology appropriately. For example, children do not learn to limit their screen time. This hinders children's ability to learn to make sensible choices when using technology.
- Children develop their social skills on outings. They look forward to their weekly story time at the library, where they learn about their community. Children begin to appreciate that other people are different from them and to celebrate difference. This helps children to develop an understanding of the diverse world.
- The childminder has established strong relationships with parents. She shares information with them about their children's learning and about their day. The childminder shares activities with parents to promote further discussion with their children. For instance, the childminder sends tomato plants home for children and parents to observe as they grow and produce fruit. Parents feel involved in their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of safeguarding practice and procedure. She understands how to keep children safe from radicalisation and extreme views. The childminder understands indicators of abuse and the procedure which she must follow if she is concerned about the welfare of a child. She understands what to do in the event of an allegation being made against herself or a member of her household. The childminder ensures that procedures are followed to keep children with allergies safe. She maintains good hygiene practice 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:

- use correct vocabulary when talking to children, so that children consistently hear and practise the correct pronunciation of words
- teach children to use technology appropriately to further promote healthy lifestyle choices.

Setting details

Unique reference number	2569244
Local authority	Lancashire
Inspection number	10239276
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the Grimsargh area of Preston. The childminder operates Monday to Friday, from 7.30am until 5.30pm, term time only. Additional care is available during holidays by prior arrangement. The childminder holds qualified teacher status.

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.
- The childminder and the inspector completed a joint observation of teaching practice together.
- The inspector observed teaching practice, care practices and routines of the day.
- The inspector spoke to children throughout the inspection.
- Parents provided written feedback and their views were taken into consideration.
- A sample of documentation was viewed by the inspector and taken into account, including accident and injury records.

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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