

Childminder report

Inspection date: 12 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 access an engaging environment with this gentle and nurturing childminder. They feel safe and have developed strong secure attachments with her. Babies regularly check in for comfort and reassurance because she is their safe place. They wave their arms in excitement and enjoy the sensory experience as the childminder waves and crinkles the paper in front of them. Toddlers enjoy transporting sand and watch intently as they pour it through their fingers.

Children show high levels of curiosity and concentration as they develop their understanding of the world around them. Babies develop confidence as they cruise around low-level furniture and access the environment independently. Children enjoy sensory activities such as sticking with tissue paper. They develop their fine motor skills as they carefully rip off small pieces of paper to stick down.

Children are well behaved because the childminder has high expectations for them. She is supporting them to share and follow the routines and boundaries. Children follow instructions as they walk carefully to the dining table for meals and activities. They politely make requests such as asking for a ham sandwich for lunch. They know that their voices are heard and valued.

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

- The childminder is very committed and has created an environment that promotes children's development. She understands her areas of strength such as knowing children's interests and using these to offer new experiences. For example, recently children went to see some dinosaurs, the childminder extended this interest by offering a dinosaur theme at her setting. This ensures that children access experiences that will engage them.
- Children are making good progress overall. The childminder links with parents to identify children's starting points and next steps. However, the childminder does not always have an accurate picture of older children's current learning through on going assessment. As a result, she cannot consistently build on what they know and can do, ready to prepare them for starting school.
- The development of children's communication is important to the childminder. This is due to the impact of the COVID-19 pandemic, on children. The routine offers frequent opportunities for stories, songs and rhymes to support children who are developing their listening and attention skills. During an activity she reminds children of the 'twirly' sticks they used in a previous activity. However, sometimes the childminder does not model the correct terminology when labelling animals and objects within books and play. This is not fully supporting babies and young children's vocabulary when developing their early communication skills.

- The childminder is very responsive to children's needs to ensure that they are clean and comfortable. However, the childminder does not always encourage children to develop their own independence. She washes their hands for them before mealtimes and after activities. Therefore, children are not being provided with the opportunity to develop the skills to manage their own personal needs.
- The childminder consistently models respectful behaviour such as how to share and take turns. She skilfully uses her voice by changing its tone to gently remind children of acceptable behaviours. For example, when a child lifts a small chair above their head, they quickly lower it when prompted. As a result, children are learning to be considerate to others and understand the differences between right and wrong. This is teaching children important life skills for their future.
- The childminder develops positive relationships with parents. Policies and procedures are shared when their children first start. Parents receive daily updates on what their child has been doing and also share what children have been doing at home. This ensures an effective two way flow of communication in order to meet the individual needs of children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her premises are secure. Children only access specific areas of her home due to safety gates that are in place. The outdoor play area is securely fenced to prevent children access to the pond and sloped garden. The childminder has attended up-to-date safeguarding training. She understands her role and responsibilities to keep children safe and protect them from harm. She has knowledge on the different types of abuse and their signs and symptoms. The childminder understands the correct action to take if she is concerned about the welfare of children.

What does the setting need to do to improve?

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

- support children to become independent in managing their own personal needs
- use ongoing assessment to identify what children know and can do then use that knowledge when shaping teaching and learning experiences for individual children
- model correct language when naming and labelling to support babies and young children to develop their vocabulary and early communication skills.

Setting details

Unique reference number	2570446
Local authority	Lancashire
Inspection number	10239379
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
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 2020 and lives in Fulwood. She operates during term time, from 7.30am to 5pm, Monday to Friday. The childminder holds an appropriate qualification at level 6.

Information about this inspection

Inspector

Jenny Burgeen

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 and inspector discussed how the curriculum had been 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 that this was having on children's learning
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity with the childminder.

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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