

Childminder report

Inspection date:

28 September 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

The children in this setting are happy and settle easily due, in part, to the engaging routine and lovely experiences the childminder and her co-childminder provide. The childminder provides adult-led experiences suited to the ages and needs of the children, as well as activities that the children can choose for themselves to lead their own learning. She is clear about what she wants her children to learn and what progress they are making. As part of the routine, the children are expected to join in the short, gathered time for story and songs, highlighting the high expectation for behaviour. Praise features very highly in this setting. Adults celebrate positive behaviour and all aspects of progress. Children respond well to the use of stickers as well as verbal encouragement.

The childminder's questioning and use of books captivates the children, and they sit fully engaged for the duration of the stories. Children as young as one-year-old are making audible attempts at talk. It is a language-rich environment which is reflected in the fluent, coherent speech that can be heard from many of the children. During the COVID-19 pandemic, the childminder remained in touch with her families during the period of closure. The children returned to her home seamlessly, as she had been in close contact with them throughout their absence.

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

- Language and communication feature very highly in this setting. Children sing with gusto as they take part in fixed routines such as story and song time. The childminder provides visual cues to prompt the children's involvement in singing. She shows them pictures, for example, of delicious bugs, to help them remember what comes next and to further their vocabulary. The childminder models language beautifully and repeats back any attempts of talk from the younger children.
- The childminder enhances children's communication through innovative activities, such as using a sensory tray that has an array of objects the children collected on a walk. The tray stimulated lots of talk and the childminder builds on this by using technology to identify different types of leaves. These well-thought-through activities have a positive impact on children's speech and language acquisition. For example, children as young as eighteen months are communicating in clear coherent sentences.
- Children use potato printing to talk about the sizes observed in the 'Owl Babies' book. They use language like 'bigger' and 'smaller'. The childminder clearly understands what she wants the children to learn.
- The childminder does not always identify or promote opportunities to develop independence skills. Children are not consistently encouraged to do things for themselves, like washing and drying their own hands. The childminder also

guides the children too intently during some activities, removing opportunity for children to make decisions for themselves.

- The childminder provides meaningful activities which build on children's interests and next steps in learning. For example, she identifies that some children need to begin on their journey of number recognition, while others need counting reinforcement. The childminder's comprehensive knowledge of child development, and the learning steps that children need to master, supports her to enable children to succeed.
- Children are extremely patient and courteous towards others. For example, during group activities, they are mindful of whose turn is next, as they wait patiently for their turn. The childminder plans these meaningful activities to help children understand British values. Children are well behaved and show high levels of respect for others.
- Children who come from different backgrounds flourish at the setting. They display confidence in what they are doing and are self-assured when chatting inquisitively with visitors.
- The childminder has in-depth knowledge of the children and knows how to meet their individual needs. She regularly communicates with parents and carers, which provides continuity for children.
- Parents speak exceptionally highly of the childminder. They talk about how she actively searches for ways to improve their children's language and behaviour. Parents express how much the childminder involves them in their children's learning. They also praise the childminder for her consistent boundaries and the support she offers to their children. Parents say their children have made great strides in their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how individuals or groups with extreme attitudes and behaviours might have a negative impact on children and their families. To keep her knowledge up to date, the childminder refreshes her safeguarding training on a regular basis. She is well versed in recognising signs of abuse or neglect and knows how to report them to the appropriate agency in a timely manner. She has all details for recognising and reporting any concerns to hand. This ensures the correct local protocol is followed.

What does the setting need to do to improve?

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

- increase the opportunities available for children to develop independence and self-care skills.

Setting details

Unique reference number	2574024
Local authority	Lancashire
Inspection number	10249077
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
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 June 2020. She operates from her home address in the Grimsargh area of Preston, alongside another childminder. She holds an appropriate childminding qualification, and her co-childminder holds a level 3 qualification in childcare. They operate Monday to Friday from 8am to 5pm, all year round.

Information about this inspection

Inspector

Denise Barnes

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 spoke to the inspector about her intentions for children's learning during the learning walk.
- The inspector observed the quality of education being provided by doing a joint observation with the childminder.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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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