

Childminder report

Inspection date: 5 January 2023

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 nurturing and professional childminder provides a home-from-home environment, where children are happy and settled. They confidently explore the carefully planned activities and choose from a wide range of resources. Children eagerly gather around for stories. They know to turn the pages and listen to each other as they point and comment on the illustrations. They have opportunities to play with other children outside of the setting, such as when they visit parks and play groups. As a result, they develop good social skills, are confident and behave well. Children develop a good understanding of some of the ways to lead a healthy lifestyle, and they enjoy nutritious meals. They have plenty of opportunities for fresh air and to play with natural and sensory materials outside.

The childminder promptly helps children or fulfils any care needs they have, supporting their well-being effectively. Children demonstrate they feel safe in her care. For instance, children stay close and receive hugs for reassurance. Children regularly invite the childminder to join their play and proudly show her their drawings. Children beam with delight at the praise they receive and the positive comments of encouragement the childminder provides. This helps to support the children's self-confidence.

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

- The childminder provides high-quality inclusive education and care for all children. She monitors children closely and uses accurate assessments to set appropriate next steps. This helps her to identify any children who may require additional support. The childminder liaises with parents and outside agencies, and targeted plans are put into place. This collective approach helps support children to make the best possible progress.
- The childminder supports children with special educational needs and/or disabilities (SEND) well. She works in partnership with parents and other professionals to ensure they have all the support they need to thrive. The childminder implements strategies effectively to ensure children with SEND make good progress.
- The childminder has a secure knowledge of children's backgrounds, family circumstances and their medical needs. She works closely with parents and uses this information well to ensure her service continues to meet the emotional and medical needs of the children very well.
- Children listen respectfully to the childminder and behave well. They learn to manage their feelings and develop a sense of responsibility. The childminder praises children's positive behaviour and models being polite. For example, she reminds children to eat at the table and say thank you. Children show high levels of concentration and maintain focus at activities well.

- The childminder develops children's love of books and stories. Children access a range of books linked to the activities on offer to enable them to extend their learning further. Children enjoy sitting close to the childminder during story time, as they look through the books linked to their interests. Children show excitement as they choose song spoons to support them to learn a variety of traditional nursery rhymes. Children are developing good concentration skills.
- Overall, the childminder supports children's communication and language development well. She engages in conversations and sits alongside children, interacting with them during play to ensure children hear the correct pronunciation of words. The childminder values and encourages singing as children play. However, on occasions, she asks too many questions and does not allow enough time for children to respond.
- Children are developing their independence in preparation for the transition on to school. For example, they use cutlery at mealtimes and are helping to tidy up. However, during planned activities, the childminder sometimes completes tasks for children that they could attempt themselves. For instance, wiping their hands after the activity instead of accessing the sink or helping themselves to drinking water.
- The childminder's partnerships with parents are strong. She shares verbal and written communication with parents to keep them fully informed of their child's learning and progress. Parents state that their children are always happy and love spending time with the childminder. Furthermore, the childminder provides ideas and suggestions for parents, to help support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her roles and responsibilities to safeguard children. She has a comprehensive safeguarding policy in place that provides the childminder with information on the procedures to follow to report any child protection concerns. She is aware of safeguarding issues that could affect young children within her local community, such as cuckooing and county lines. The childminder routinely risk assesses her environment and reminds children of their own safety around her home. For example, children are reminded to hold onto a rail as they climb stairs. Children are safe at all times.

What does the setting need to do to improve?

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

- allow children time to think and respond when asking them questions, to further support their language development
- increase opportunities for children to do more for themselves, to further develop

their independence.

Setting details

Unique reference number	2583753
Local authority	Lancashire
Inspection number	10251068
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	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Preston, Lancashire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Suzy Marsh

Inspection activities

- This was the first routine inspection the childminder 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 implementation of the curriculum during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training.
- The inspector considered the written views of parents provided on the day of the inspection.

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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