

Childminder report

Inspection date:

23 November 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, safe and settled at the setting. They have formed attachments with the childminder and also the co-childminder who works alongside him each day. Children are familiar with the routine at the setting. For example, they know to wash their hands before having snacks and meals. Children are developing their independence by using cutlery. Older children are confident in managing their own personal needs.

Children are curious about the world around them and the childminder supports the children's understanding of the world well. Children ask what autumn means as they play with autumn treasures. The childminder talks about the different seasons and explains why the leaves have fallen from the trees. This ignites a new interest for some of the children who ask if the leaves will grow back again. The childminder continues to provide information about seasons, introducing new words such as 'spring' and 'summer'. Consequently, children have positive attitudes to learning.

Children behave very well. They play alongside their peers sharing and taking turns. Children use their manners. For example, when they want to move past their peers, they say 'excuse me'. They follow instructions well. For example, when the childminder asks them to tidy up in readiness for snacks, they do this and help each other. The childminder praises children for their positive behaviour.

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

- The childminder understands what children can do and need to learn next. He supports children's development by providing activities that are led by them. For example, children choose the cars to play with and roll them along the table. The childminder provides a road and asks the children to connect the pieces to make the road for the cars. However, the childminder does not always support children to develop mathematical concepts in order for them to move on to their next stage of learning.
- Partnerships with parents are good. Information is shared when a child starts attending the setting. Children benefit from settling-in sessions in order to become familiar with the setting. Verbal communication is provided daily when children are collected by their parents. However, the childminder does not yet provide opportunities for parents to extend children's learning at home.
- Children benefit from fresh air and opportunities outdoors to develop their physical skills. For example, climbing equipment helps support children develop their large muscles. They also go on regular outings in the local community. Children are offered snacks and meals and choose that they would like. Fruit and vegetables are included throughout the week as part of the menu on offer.

Fresh drinking water is available throughout the day. Children are beginning to understand about healthy lifestyles.

- Children enjoy playing and being curious. They have opportunities to develop their fine motor skills. For example, they are proud when they complete jigsaws. Creativity is supported with various materials on offer to help children to practise their mark-making skills. Children develop their imaginations when they role play in the home corner. The childminder supports children in their play if they need it. For example, when children complete a matching game, the childminder provides reassurance for them to keep trying. As a result, children learn to persevere to achieve a desired outcome.
- Children with special educational needs and/or disabilities as well as children who speak English as an additional language are supported well. The childminder knows how to seek additional support for children who may require it. Consequently, children make good progress in their learning.
- The childminder supports children's communication and language well. Children ask lots of questions. For example, children point to planets and ask what they are. The childminder names the planets and explains they are in space. The children ask, 'Which planet is ours?' The childminder shows them Earth and goes on to explain how the sun and the moon make it daytime or night time. Subsequently, children are building their vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has up-to-date training to ensure that his knowledge and skills remain up to date. He is aware of his responsibility to safeguard children should he have any concerns. The childminder is aware of the reporting procedure in line with the local authority, including any allegations made against members of the household should they arise. The childminder continually checks for hazards within the home to ensure that children are able to play in a safe environment. The childminder conducts risk assessments when taking children on outings. He has up-to-date paediatric first-aid training and is able to deal with any accidents that may occur.

What does the setting need to do to improve?

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

- maximise opportunities for children to develop mathematical concepts in order for them to move on to their next stage of learning
- strengthen partnerships with parents by supporting them to extend their children's learning at home.

Setting details

Unique reference number	2584093
Local authority	Lancashire
Inspection number	10251080
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 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. He works with a co-childminder. He operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. He also provides overnight care.

Information about this inspection

Inspector

Kate Martin

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 childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk for the childminder to show how he organises the areas used by children and to discuss his aims for the early years curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.
- Discussions were held with the childminder and children at appropriate times throughout 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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