

Childminder report

Inspection date: 3 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 motivated to play and learn. They feel safe in the childminder's care and enjoy the freedom to move around the spacious areas in her home and garden. Children happily dance with their friends, confidently asking the childminder for their favourite songs to listen to. Children enjoy close relationships with the childminder and her assistant. They also form strong friendships with one another. Children have effective social skills and are confident to approach adults who are new to them.

Children behave well. They listen and respond quickly to instructions. For example, children are keen to help tidy up when asked. Children understand the high expectations that the childminder has of them. They quickly modify their behaviour when the childminder reminds them to be polite and to share with their friends.

Children learn about the world around them. They enjoy regular outings to the beach where they run around in the fresh air. Children learn about difference and similarity and how they are unique. They celebrate the 'Pride' festival and try foods from different countries. Children learn about other cultures and find out more about their friends' backgrounds and heritage. They develop a good foundation in understanding our diverse world.

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

- The childminder has a sound understanding of how children learn. She uses children's interests and her knowledge of their home experiences to incorporate learning into their play. This helps to build a broad and engaging curriculum through which all children make good progress.
- The childminder helps children develop their fine motor skills. She encourages them to make marks on paper plates, and to draw around their hands and feet as they learn about parts of the body. Children develop their hand-to-eye coordination and the small muscles in their hands, as they fit pieces of wooden track together to make a railway. This helps them to prepare for early writing.
- The childminder reads to children in an engaging manner. Her assistant uses puppets to make children laugh and to spark discussion. The childminder and her assistant ask lots of questions to extend children's thinking and speaking skills. Children are developing confidence in their communication and language skills.
- The childminder continually monitors children's progress and plans for their learning building on prior knowledge. She quickly identifies gaps in children's learning and development and implements strategies to help them catch up.
- The childminder contacts other agencies for advice and to access support for children's individual needs where appropriate. However, her systems for

gathering and recording children's information are not consistent. This can occasionally hinder engagement with other health and educational professionals.

- The childminder and her assistant work well together, and each bring their own strengths to the provision. They evaluate the provision regularly and implement strategies for improvement. However, supervisions do not yet focus sharply enough on specific areas for improving personal effectiveness. This hinders the childminder's ability to continue to raise the already high standards of the provision.
- Professional development is appropriate and of benefit to children. For example, recent training on 'learning through play' has helped the childminder to incorporate more mathematics into her curriculum. This is now a strength of the provision. Children demonstrate confidence in counting and a sound understanding of early mathematical concepts.
- Children learn to manage their own self-care needs effectively. The childminder places a strong focus on toilet training, and also helps parents to manage this at home. Children learn about good oral health and how to make healthy diet and lifestyle choices. They are learning important life skills.
- The childminder has strong relationships with parents. Parents are effusive in their praise of the childminder and her assistant. Communication about children's development is clear and frequent, through online platforms and face-to-face dialogue. Parents are happy with the care and experiences provided for their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her role and responsibility to protect children and keep them safe. The childminder and her assistant understand the signs and symptoms that may indicate a child is at risk of harm. The childminder understands the procedures to follow if she has a concern about a child's welfare. She understands local and current safeguarding issues, such as county lines and cuckooing. The childminder ensures that her premises are clean, safe, and free from hazards. She helps children begin to learn how to keep themselves safe online.

What does the setting need to do to improve?

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

- improve record-keeping and information-gathering systems to fully support engagement with other agencies
- use supervisions to target individual areas for personal effectiveness more sharply to further raise the quality of the provision.

Setting details

Unique reference number	2590747
Local authority	Blackpool
Inspection number	10251227
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	12
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 Blackpool. She operates Monday to Friday, from 8am until 4pm, all year round, except for family holidays. She has an appropriate childcare qualification at level 3 and works with one assistant, who is also her husband. The childminder provides funded early education for two-, three-, and four-year old children.

Information about this inspection

Inspector
Amy Johnson

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 setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their EYFS curriculum.
- Children communicated with the inspector during the inspection.
- The childminder's assistant spoke to the inspector at appropriate times during the inspection and their views were taken into account.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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