

# Childminder report

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Inspection date: 17 January 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The childminder aims to nurture 'nice little people', and she does. The moment the children arrive at this home-from-home setting, they hug each other and explore together with joy and kindness. They settle well, happily building block towers, and have fun knocking them down. They confidently climb on wooden indoor climbing equipment to develop their physical skills. Children have a lovely bond with their childminder, and they cuddle and chat with ease. They follow the example of her warm and gentle manner, and the result is a calm and harmonious environment.

Children have fun learning through play in a clean and well-resourced play space. They enjoy pull-along toys, dance to music and sing action songs. Once all the children have arrived, they share a healthy snack. Then they wrap up warm, putting on their own wellington boots, to venture out into the snow to explore. They make footprints on the lawn, learn about how to keep themselves safe near the slippery patch of ice and help sprinkle the grit. They experiment with scooping snow in the mud kitchen and examining ice crystals using a magnifying glass.

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

- The childminder plans and sequences the children's learning using what she knows about them, ensuring that the children's next steps are catered for. As a result, all children make good progress and are keen to learn new skills and explore their environment.
- The childminder provides an environment where the children grow through play. She makes good use of questioning and explanation to help develop critical-thinking and problem-solving skills, deepening the children's understanding. As a result, children are ready for the next stage of their learning.
- The day is full of songs, stories and talk. The childminder shares books with the children, who independently sit and explore with board books. The childminder models good manners, correct grammar and offers new vocabulary. Every activity is supported with resources to expand vocabulary. For example, wooden crocodiles and lions are on hand when singing 'Row, row, row your boat'. As a result, communication and language skills are very strong.
- The childminder prioritises one-to-one, focused support. For example, the childminder sits quietly with a child, and they draw together, to help build up the child's concentration skills. She counts out different crayons to help build mathematical understanding and knowledge of colours. Children benefit greatly from the childminder's quality teaching skills.
- Children are clearly familiar with the daily routines. They climb up to their highchairs at snack time, under close supervision, and collect their coats and put on their own wellington boots ready for outside play. They are able to ask for help when they need it. Children are also encouraged to have a go, fostering a

sense of resilience. Even at a very young age, the children are starting to develop independence.

- Behaviour and engagement are good. When children forget the rules, the childminder gently reminds them of very clear and simple boundaries. Children respond well, even reminding each other how to do things safely.
- The childminder promotes healthy lifestyles, offering healthy snacks, teeth cleaning after lunch and lots of outdoor time. There is a spacious outdoor area, with ride-on toys, a small trampoline and a lawn. They also regularly walk to local parks, playgroups, play cafes and soft play, to ensure that the children socialise outside of their small group and experience a range of play opportunities.
- The childminder works in partnership with parents. She shares information about the children's learning daily, and she supports parents to extend their children's learning at home. Parents report that they are happy with her care and their children love attending the setting.
- The childminder is able to work with other agencies to support her to monitor and make provision for children with special educational needs and/or disabilities. She caters for their needs effectively and sensitively.
- The childminder is passionate about her work and strives to improve her practice. She has a good understanding of child development and uses her reading to inform her planning and assessment. She makes use of a local network to access training and share good practice and resources. However, professional development is not precisely informed from the childminder's evaluations of her own practice and the needs of the children. As a result, the childminder's teaching, and its impact on children's progress, is not at the highest levels.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep the children in her care safe. She attends relevant training and implements effective policies and procedures to keep children safe. She is a proficient and qualified paediatric first aider and risk assesses all trips and activities. She knows the signs to look out for if a child in her care is at risk of harm and is clear who to approach for support or reporting of any concerns.

## What does the setting need to do to improve?

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

- target professional development more precisely to further enhance practice, knowledge and skills that increase support for children's learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2591531                                                                           |
| <b>Local authority</b>                             | Lancashire                                                                        |
| <b>Inspection number</b>                           | 10251252                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 2                                                                            |
| <b>Total number of places</b>                      | 8                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020 and lives in the Preston area of Lancashire. She operates all year round, from 8am until 5pm, except for family holidays and bank holidays. She has the Lancashire County Council Childminder qualification and can offer funded places if required.

## Information about this inspection

**Inspector**  
Amy Milner

### 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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for 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.
- 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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