

Childminder report

Inspection date: 9 October 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 childminder offers a home-from-home environment, where children develop warm and secure attachments with the caring childminder. The childminder understands children's unique characters and is quick to attend to children's individual needs. Consequently, children feel secure and happy.

The childminder has high expectations for all children. Children share resources and play well with each other. The childminder promotes positive behaviour through offering lots of praise and being a positive role model. Children delight in taking part in small tasks and being told 'good job'. Children are confident and are able to express their needs.

The childminder provides a child centred setting and plans a curriculum that is designed to support children's development. For example, children balance on stones in the garden, dance with scarves, and giggle with delight as they catch a ball. This supports children's physical skills as they master the art of balance and negotiate space. Children listen intently as the childminder reads favourite story books using lots of expression. As a result, children are developing a love of books and developing early literacy skills. Children are excited to attend as they go on 'lots of adventures'. Children thrive in the childminder's care.

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

- The childminder regularly observes children as they play and identifies development areas that they need further support with. The curriculum is well designed and has a strong intent to help children explore and master new skills. Activities are meaningful and have a real purpose. Children have lots of opportunities to explore all areas of learning. As a result, all children make good progress.
- The curriculum has a strong focus on promoting children's communication and language skills. For example, children enjoy taking part in music sessions, listening to stories and talking with one another. The childminder provides a running commentary for children, asks children questions and extends children's language. As a consequence, children are confident communicators.
- Opportunities for children to explore mathematics are skilfully woven into activities. For example, children count numbers in sequence as they sing about a space rocket and explore the concepts of 'full and empty' as they play in trays of dried rice. They learn about shapes as they identify circles and squares on an outdoor jacket. Children are developing good early mathematical skills.
- The childminder is a positive role model for children and encourages them to consider others and exhibit positive behaviour. Children enjoy being given responsibilities, such as using a sweeping brush to help tidy up. The childminder

helps children to understand routines and boundaries and consistently praises them. This supports children to build high levels of self-esteem and confidence.

- Children are beginning to understand about healthy lifestyles. For example, they learn about healthy eating through visits to the childminder's allotment. Children have some opportunities to explore diversity. For example, they explore special days and events. However, this is not consistent, which does not help children to develop positive attitudes to inclusion and diversity.
- The childminder has built meaningful partnerships with other professionals. For example, she shares information with teachers as children transition to school. Parents are very positive about the high levels of care their children receive and how the childminder supports children's development. However, consistent practice is not yet in place which supports home learning. This does not extend children's learning at home to the highest level.
- The childminder attends various groups with other childminders and shares good practice. She regularly reflects on her setting and identifies areas she can further develop to support children even better. The childminder undertakes training to update her knowledge. For example, she is currently completing training to better support children's physical development in the outdoors. This demonstrates that training is carefully considered to have a direct, positive impact on children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has safeguarding policies and procedures in place and is fully aware of her responsibilities in safeguarding children. She has identified the professionals she will contact if she has concerns about a child's welfare. The childminder considers children's safety. For example, she ensures the front door is always locked and views all visitors through the window before opening the door. She undertakes risk assessments of the home. For example, she makes sure that children do not come into contact with the food dishes of the family cat. Children are beginning to learn about personal risk and their own safety. For example, they carefully climb the steps of high chairs as they get ready for lunch.

What does the setting need to do to improve?

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

- strengthen ways to help children learn about inclusion and diversity, so that they learn more about diversity beyond their immediate family
- develop ways to promote home learning, so that children's learning can be further extended at home.

Setting details

Unique reference number	2610593
Local authority	Lancashire
Inspection number	10280960
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Morecambe. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Elisia Lee

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views through written comments.
- 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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