

Childminder report

Inspection date: 21 March 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children love coming to this homely setting with a nurturing and professional childminder. Her motto that 'children can only learn when they are comfortable' shines through in an environment where each child is valued and celebrated. Children of all ages and differing needs are extremely settled and happy. They have all built strong attachments with the childminder and, as a result, are independent, emotionally secure and making excellent progress. The childminder provides countless opportunities for the children to develop new skills and language, build friendships, independence and resilience. They chatter to each other over breakfast and are keen to get started with familiar activities, such as sand play and mark making, as well as new exciting challenges, such as potion making with beautiful flowers from the garden hedge.

The childminder knows exactly where the children are in their development, how to cater for their individual needs and how best to support their next stage of learning. She has very high expectations, and the children respond with beautiful manners and cheerful and kind attitudes to her and each other. They move between the spacious indoor playroom and a large scenic garden. They enjoy climbing challenges, trampolining, water play and exploration of the natural environment. They are excited to share their discoveries and help each other. Meanwhile, the childminder skilfully extends learning and challenges the children by adapting the environment and making use of effective questioning. She praises their efforts. Equally effective are those precious moments when the childminder knows to be quiet and listen. She makes this meticulous attention to detail look effortless, and the children clearly get the best out of their day.

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

- The childminder uses her extensive knowledge and experience of child development, her own research and selected training to create a carefully crafted curriculum for the children in her care. She plans her input and chooses specific and pertinent resources at specific times to really engage the children's imagination. This ensures excellent progress for all the children. For example, water trays are an opportunity for the youngest children to learn about sharing, filling and emptying containers. Other children are encouraged to count the ducks they have hooked while practising tricky coordination skills and the eldest children independently use the outdoor tap to help younger children and develop their skills collecting ingredients for a potion.
- Developing the communication and language skills of the children is a focus, especially as there are a number of children who speak English as an additional language. The childminder has undertaken relevant training to enable her to support the development of these skills expertly. Children read with the

childminder, then take the book and read to each other, repeating words and phrases the childminder used minutes before. Conversation is rich, sensitive and insightful. There are many lovely quiet moments where they all listen respectfully to another child speaking or watch the birds in the trees then share their observations. The childminder listens intently to everything the children say. New vocabulary is skilfully offered at every turn, through conversation, songs and stories, and the children respond by using it later in context. Consequently, all the children are confident and fluent speakers, demonstrating a broad vocabulary.

- The childminder develops the children's mathematical skills effectively. The youngest children fill and empty different-sized containers and understand positional language such as 'on top', 'under', 'next to' and 'into'. They use mathematical vocabulary to talk about what they are doing while they count the ducks they hook, sort colours and shapes, cut and manipulate dough to different shapes and sizes. In addition, three-year-old children count groups of objects independently and find and identify numbers hidden in the sand tray.
- The childminder encourages the children to have a go independently and always praises their efforts. As a result, the children have developed excellent resilience, shared responsibility and independence skills. For example, they cheer each other on when they hook a duck, they pour their own milk onto cornflakes, find and put on their coats and wellies, fill the play jugs from the outside tap and help each other tidy up after play.
- Diversity and home culture is celebrated so that all the children are valued for their unique identities. The childminder sensitively builds in opportunities to share home-cooked food and different activities that reflect the nationalities within the setting. She takes great care to get to know the families and skilfully helps the children understand each other's unique lives and shared cultures.
- The childminder goes to great lengths to support the families she works with. She is skilled at developing links with families and other agencies to ensure the children get consistency and support. She undertakes home visits, sources training and seeks advice. Parents give glowing recommendations. Some explain they now feel confident to move to full-time work because they have such faith in the childminder, and their children are so settled.
- The children's behaviour for learning is exemplary. They are calm and kind to each other and share well. They love their learning and are keen to show each other what they discover. The childminder gives positive praise and gentle reminders about manners. She respects the children's choices and promotes dignity during care routines such as nappy changes.
- The childminder uses her understanding of the children and their interests to ensure the learning opportunities are rich and varied. For example, she provides dinosaur-themed play dough activities for children with an interest in dinosaurs and trips to the bus station for those who love vehicles.
- Although the environment is well planned and the activities well paced, the childminder is always looking for ways to improve her provision. She finds appropriate training to build her skills. She is hoping to access some forest school training to further develop her skills to enhance the children's use of the outside area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive understanding of her duties in terms of keeping the children in her care safe. She knows the signs to look for and is aware of how to work with external agencies in the event of concerns for any child. She has very thorough policies and procedures to keep the children in her setting safe. Beyond this, the children also show a clear understanding of risk, take calculated risks in play and share their understanding of how to keep themselves safe. For example, when climbing, they challenge themselves to develop their skills, and when running outside, they warn each other to slow down on the wet, slippery decking.

Setting details

Unique reference number	2622839
Local authority	Lancashire
Inspection number	10280851
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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Preston. She operates all year round, from 8.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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 they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to the children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.

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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