

Childminder report

Inspection date: 25 October 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 very happy and content in the care of the nurturing childminder. They benefit from a wide curriculum. Children enjoy interesting and exciting activities that reflect their individual interests and what they need to learn next. Children form positive relationships with the childminder and their peers. Young children are beginning to show kindness and concern for others as they help one another to put on their shoes in readiness for outdoor play.

Children behave well for their age. They listen carefully and respond to the instructions given by the childminder. Children understand routines and what is expected of them. They help to tidy away resources, and their efforts are warmly celebrated by the childminder. Young children are becoming increasingly independent. They pour their own drinks at snack time, manage their self-care skills and make choices about what they would like to play with.

Children continuously demonstrate that they feel safe and secure. The childminder carefully teaches children how to keep themselves safe as they play. For example, when children begin to climb on furniture, she gently reminds them that this behaviour is not wanted and explains the consequences of potentially injuring themselves. This aids children's understanding and helps them to develop skills and knowledge for the future.

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

- The childminder is a dedicated and passionate practitioner. She carefully evaluates the service that she provides and ensures that each and every activity has clear learning intentions. Furthermore, the childminder attends a wealth of training to further develop her knowledge and skills. She engages in professional research and is a member of many different childminding forums that enable her to share good practice and ideas. This supports children's good progress and has a very positive impact on outcomes for children.
- Children develop a love of books. The childminder reads stories with enthusiasm and encourages children to listen and recall what has happened. Children talk confidently about the characters and share their own thoughts and ideas. For example, they make their own predictions as they discuss why the monkey is feeling sad and how they can help make him feel better.
- Children's mathematical development is a strength of the childminder's curriculum. Children enjoy exploring objects of various shapes and sizes. The childminder skilfully models mathematical language, such as 'tall', 'short' and 'more'. She differentiates learning opportunities in order to challenge the most able children further. For example, older children begin to categorise and count objects according to their size. They are able to make comparisons and complete

simple equations as they calculate how many acorns they have altogether.

- The childminder recognises the importance of valuing and celebrating children's home backgrounds. Children have opportunities to learn about key festivals such as Easter and Eid. However, children's own backgrounds and cultures are not yet shared fully. This does not allow children to fully explore what makes them unique and deepen their understanding of similarities and differences between their own and others' experiences.
- Overall, the childminder successfully supports children's emerging communication and language skills. She provides children with a running commentary as they play, which helps to ensure they hear a rich variety of vocabulary. Furthermore, she introduces new words and continuously uses labelling and repetition to aid children's understanding. However, the childminder does not provide opportunities for children who speak English as an additional language to see, hear and use their home language in their play. In addition, she does not always recognise how dummies can interfere with children's language development.
- The childminder fully promotes children's understanding of the importance of leading a healthy lifestyle that encompasses healthy eating, oral hygiene and exercise. Children engage in physical activity daily. They walk to places of interest within the local community. They enjoy spending time in the childminder's garden as they splash in puddles and develop their climbing and balancing skills.
- Parent partnerships are strong. The childminder uses a wealth of strategies to ensure parents are well informed about their children's learning and development and how they can further support learning at home. Parents' comments are positive. They talk fondly of the childminder and fully appreciate the care and attention that their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of safeguarding and child protection issues. She confidently articulates the action she would take if she had concerns about a child's welfare. Furthermore, she fully understands the procedure to follow if an allegation is made against her. The childminder attends regular training to ensure that her knowledge and skills remain up to date. She carries out daily risk assessments to ensure that any potential hazards or risks are minimised or removed. This ensures that children are able to play in a safe and secure environment.

What does the setting need to do to improve?

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

- provide children with more opportunities to celebrate and share their heritage and cultural experiences in order to broaden their awareness of others
- enhance opportunities for children who speak English as an additional language to see, hear and use their home language
- strengthen awareness of the use of dummies and the impact this has on supporting children's developing communication and language skills.

Setting details

Unique reference number	2641555
Local authority	Lancashire
Inspection number	10258946
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector
Karen Cox

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 their evaluation of the setting.
- The inspector took account of the written views from parents.
- The childminder and the inspector observed an activity and discussed the impact of this on children's learning.
- The inspector reviewed the areas of the childminder's home that children use, to ensure that they are safe and suitable.
- The inspector held discussions with the childminder and children throughout the inspection.
- The childminder provided the inspector with a sample of key documents, including training records, her first-aid certificate and relevant policies and procedures.

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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