

Childminder report

Inspection date: 17 April 2024

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 provides a welcoming, home-from-home environment. Children feel secure and happily explore the interesting activities and resources. For instance, children collect leaves and flowers in their nets as they investigate the butterfly and bug tray. Children are engaged and focused on their play and learning. The childminder joins children's play and extends their learning through thoughtful interactions. For example, children copy the childminder as she demonstrates and narrates different ways to handle and mould play dough. Children behave well and understand the childminder's expectations. For example, they follow instructions as they help to tidy up. Children smile proudly as the childminder praises them for remembering to say 'please' and 'thank you'.

The childminder takes children on daily outings, supporting their learning in a variety of ways. Children enjoy making marks in the sand on the beach and complete an obstacle course in the park. This helps to develop their large and small physical skills. The childminder supports children to develop their stamina by walking in the local area. She also helps children learn to evaluate risks while they are on outings. Children are regular visitors to the library where they choose books to take home to share with their parents. This encourages a love of stories and reading. Children make good progress in all areas of learning.

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

- The childminder adapts her planning to reflect children's interests. For instance, she notes their fascination with bugs and plans a topic where children raise butterflies and learn about life cycles. Monitoring and assessment of children's learning and development are effective. The childminder closes gaps swiftly by implementing appropriate strategies. Children progress well in their learning from their starting points.
- The childminder supports children's emerging communication skills. They enjoy singing songs and delight in performing the familiar actions. The childminder frequently offers interesting, contextual vocabulary. For example, she tells children that a butterfly will emerge from its cocoon. This helps children to build their language skills and to develop confidence in their communications.
- The childminder encourages children's early understanding of mathematics. She uses mathematical language and weaves counting into their play. For example, she discusses the length and width of a car track. Young children count accurately and develop a firm base for their future learning.
- The childminder encourages children to use books and technology to find out about the world. For instance, they learn about Diwali and create rangoli style artwork. Children learn key words in languages spoken by their friends and relatives. This helps children begin to understand our diverse world and life in

modern Britain.

- The childminder supports children's early understanding of their community and local area. They learn to use public transport safely and to care for the environment as they take part in a local litter pick. This helps children to learn about those people who help us and to become responsible citizens.
- The childminder helps children to learn about healthy lifestyles. They eat nutritious, home-cooked meals and know that exercise and rest are equally important. The childminder teaches children to wash their hands and why they should follow good hygiene routines. Children begin to form good habits for life.
- The childminder helps children to develop their social skills. They mix with children of different ages and learn to make and maintain friendships. However, she does not always help children to explore their emotions and learn the language of feelings. This does not fully support their early emotional literacy.
- The childminder works diligently to broaden her understanding of early education. For example, she sources training around brain development. This helps to deepen her understanding of how children learn. The childminder reflects on practice with other early years providers. This helps to continually raise the quality of education and experience for children.
- The childminder values the partnerships that she forms with parents. She seeks out their views and holds regular meetings to keep them up to date with children's progress. The childminder offers advice to parents on issues such as toilet training and weaning. She supports them with strategies to extend their children's learning at home. This supports consistency in children's care and early education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop the curriculum for personal development further to support children to understand and discuss their feelings and emotions.

Setting details

Unique reference number	2654291
Local authority	Lancashire
Inspection number	10332987
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Fleetwood. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She 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 provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024