

Childminder report

Inspection date: 9 May 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, calm and homely environment. She helps to promote children's emotional security. She invests time in getting to know the children and their unique personalities. Children demonstrate that they feel safe and emotionally secure. They show high levels of emotional well-being as they explore their surroundings confidently. The childminder is a good role model. She models good manners and teaches children about the importance of sharing and turn taking. Children behave well and demonstrate caring behaviours.

The childminder provides exciting opportunities for children. Children learn about how the world works and ways to care for others. For example, children enjoy exploring and investigating water. They share harmoniously while filling and emptying containers in a range of different ways. Children frequently revisit their interests. They open and close doors in the play kitchen and hide toys away to find later. Children develop their own ideas as they repeat activities and make connections. Furthermore, children observe chicks hatching from eggs in an incubator at the local library. Children notice changes in their growth and are invited to show love and respect for animals. Children enjoy time in the outdoor environment and out in the community, learning about where they live.

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

- The childminder monitors children's progress well. She has a good understanding of children's knowledge and skills. She uses what she knows about each child to identify appropriate next steps in learning. Overall, she is clear about what she wants children to learn next and how she intends to teach them the skills they will need. For example, children concentrate as they control small hand muscles using chalk. This supports their physical strength in preparation for eventual handwriting.
- The childminder supports children's physical skills well. She makes good use of her large garden, and children benefit from daily outings to open spaces. This provides regular opportunities for children to be physically active. Children persevere as they master the skill of climbing the slide. They relish the encouragement and praise they receive for their efforts. They enjoy the outdoors as they develop their core muscle skills.
- The childminder is aware of the numerous ways in which to develop children's language. She sings to children and they join in with the actions and words of their favourite songs and rhymes. However, on occasions, she asks lots of questions which cover too many concepts. Children struggle to answer and lose interest. This means children do not always achieve their intended outcomes.
- The childminder is keen for children to leave her setting being independent. Overall, children are provided with opportunities during daily routines to be

independent. For example, they choose what they want to play with and help to tidy away toys before moving onto the next activity. However, there are times where the childminder completes tasks for the children, that they are capable of learning to do for themselves. This does not fully prepare children for their eventual move to school.

- The childminder consistently models clear expectations for children's behaviour. Children enjoy exploring and investigating the environment and sharing with friends. The childminder is sensitive to children's individual needs. She gently encourages them with high levels of praise. Consequently, children behave well and demonstrate positive attitudes towards their play and learning.
- Children develop an early love for reading. They select and choose their own books to look at, and delight in sharing stories with the childminder. The childminder provides opportunities for children to visit the local library and choose their own books to bring back to her setting.
- The childminder is committed to continuous professional development to further improve the quality of care and education she provides. For example, she has completed training in relation to caring for children with special educational needs and/or disabilities to further improve outcomes for all children who may attend.
- Partnerships with parents are strong. Parents say that the childminder goes 'above and beyond' to follow the children's interests in her care. The childminder consistently communicates with parents to ensure that care routines, such as toilet training, are supported effectively. This collaborative working supports children's development.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- strengthen the implementation of the communication and language curriculum, so all children engage and make the very best progress in their speaking
- develop the opportunities for children to build on their independence skills.

Setting details

Unique reference number	2657988
Local authority	Lancashire
Inspection number	10333068
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	2 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 Burnley. She operates all year round, from 7.30am to 5.30pm Monday, Thursday and 7.30am to 3pm on Friday. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Suzy Marsh

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 childminder.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and the impact this has on children's learning.
- The childminder and the inspector completed a joint evaluation of an activity and a learning walk, in order to understand the effectiveness of the curriculum and how it is organised.
- Parents provided written feedback for the purpose of the inspection.
- 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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