

Childminder report

Inspection date: 22 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 is warm and friendly. She makes children feel special and welcome in a home-from-home environment. She makes children feel comfortable and safe by explaining what they will be learning and why. Children look forward to their day where they have access to many toys, resources and opportunities to go on exciting outings, which enhance their learning. The childminder's curriculum is broad and varied. The childminder follows children's interests and lets them explore the environment. She observes children as they play and completes accurate assessments of their learning. She plans for children's future learning through their play. For example, to help the children to develop their counting skills, she provides bricks so children can make towers and count while they place the bricks one on top of the other. This also helps their hand-eye coordination and small-muscle skills in preparation for holding a pencil.

The childminder is effective in the way she incorporates children's learning with their interests and needs. This makes each day different, which fills children with anticipation of what to expect. The childminder has high expectations for each child and gently cultivates their curiosity to learn. Children develop skills of playing and exploring. They begin to think critically and seek answers to questions, such as what animals live in the local park. The childminder skilfully supports children's good behaviour. For example, she fully involves children when making choices. Children show they are polite and respectful to others.

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

- The childminder is loving and caring towards the children. They enjoy her cuddles, comfort and reassurance. She treats them with kindness and respect. This encourages children to behave well and show mutual affection for others.
- Children love to look at and read books with the childminder. She is particularly observant when children select a book. Children learn new words and extend their language while they repeat words and phrases.
- The childminder plan exciting events, such as outings to the library, garden centres, parks and woodlands, to provide children with new and interesting experiences. She makes effective use of local amenities to teach children about the community they live in and how to keep safe when crossing the road.
- The childminder assesses risk well. She is aware of some areas that may cause hazards for children and has taken steps to minimise these. For example, she explains to children to be careful while walking up the concrete steps when collecting other children from the primary school. She encourages children to concentrate when travelling up and down the stairs by counting as they navigate them with her.
- Children's speaking and listening skills are developing very well. The childminder

asks open-ended questions to help children think for themselves and she gives them time to respond. For example, when children try placing the pieces while completing a jigsaw, the childminder encourages them to think of the shapes and pictures so that they can work out where the pieces fit.

- The childminder has a good understanding of what children need to learn before they go to school. She builds on their knowledge of number through counting, addition and subtraction. Children are supported to develop the skills and knowledge they will need in readiness for school.
- Children enjoy the freedom to make choices in their activities. They acquire a level of independence, which the childminder follows with skill. She encourages children to do things for themselves. This promotes their independence and development of their practical life skills.
- The childminder implements good daily routines that help children to learn about being healthy, such as regular exercise and the enjoyment of rest times to help their bodies grow. Children enjoy nutritious meals that the childminder prepares.
- The childminder reflects well on what children can do and notes these achievements in her assessments, which she shares with parents. Parents speak warmly of the support and high-quality care they and their children receive. They say their children are very happy in her care. Although children make good progress in their learning, the childminder has not fully explored a wide enough range of ways she can work with parents to support children's learning even further. Children are not always benefiting from a two-way flow of information to fully support consistency in learning at home and in the setting.
- The childminder gathers information from parents about children's routines, likes and dislikes before they start. She is aware of other settings the children attend but has not contacted these settings or considered ways to work in partnership with other early years settings. This does not help to fully promote continuity in children's care and learning or support their transitions between the settings.

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:

- strengthen the partnership with parents even further to support children's learning to a higher level
- develop partnership working with other providers to enhance children's transitions between settings and promote greater continuity in their care and learning.

Setting details

Unique reference number	2664266
Local authority	Lancashire
Inspection number	10335573
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 8
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 Accrington. She operates all year round, from 7am to 6pm on Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Barrow

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 completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The childminder and the inspector spoke about the communication that the childminder has with parents.
- The inspector obtained parents' views through discussion and written feedback.
- The childminder shared some documents with the inspector, including evidence of the suitability of persons living at her home.
- Children spoke to the inspector about things they do at the childminder's home.

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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