

Childminder report

Inspection date: 30 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 offers a home-from-home environment, where children and parents are warmly welcomed every day. She gathers meaningful information from parents on entry to really understand children's care and learning needs. There is a well-thought-out curriculum in place, which supports children to practise developing skills and learn new things. For example, children enjoy drawing using a range of pencils, use scissors and make different shapes in the air with their fingers. These opportunities help children to develop their physical skills on a daily basis. The childminder has a strong focus on teaching children life skills they can apply in different areas of their life. Children are active learners and make good progress.

Children have made close attachments with the childminder. They ask if they can sit on her knee while they eat an apple or show her a minor injury on their finger. The childminder speaks softly to children and offers reassuring care. Children listen carefully to the childminder when she gives instructions. For example, they help to make sandwiches and grow tomatoes on the kitchen windowsill. Children make their needs known and demonstrate they feel settled and happy at the setting. The childminder encourages children and offers consistent praise. Children's behaviour is very good.

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

- The childminder carefully considers the intent of each activity she offers and makes learning meaningful for children. For example, children identify house numbers and identify colours on traffic lights as they walk along. Furthermore, she teaches children to gain a true understanding of number, through pointing to individual items as children count out loud. These opportunities help children to gain good early mathematical knowledge.
- Overall, the childminder supports children's emerging literacy skills. She reads them stories and sensitively introduces new words to support their vocabulary. However, the childminder has not yet fully considered the methods she uses to develop children's understanding of letters and the sounds they make in words. This impacts on children's developing literacy skills.
- Children go on outings every day and learn about the world. They buy food at the supermarket, order a drink at the cafe and visit local playgroups. In addition, they visit interesting places, such as the museum and the harbour. This helps children appreciate their local community. Children plant and tend to fresh vegetables, such as tomatoes and potatoes. This helps children to understand the importance of eating well and leading a healthy lifestyle.
- The childminder shares information about children's development every day with parents. She encourages parents to support children's learning at home and works closely with them to meet children's needs. For example, she works with

parents to encourage children's communication and language skills. Parents are very complimentary. They state 'we work closely with the childminder' and 'our child is learning important life lessons which we feel are very beneficial'. These partnerships help to build a consistency of care for children.

- Positive partnerships are in place with other professionals. The childminder understands the importance of sharing information with teachers when children start school. She meets regularly with other childminders to share good practice and develop her knowledge. These partnerships help the childminder reflect on her practice and how she can best meet children's individual needs.
- The childminder attends training and regularly evaluates her provision. She has recently attended training on children's schemas. This has developed her knowledge of how children prefer to learn and explore the world. She has adapted the environment to support children in their learning and in becoming active enthusiastic learners.

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 children's understanding of letters and the sounds that they make, in order to increase children's literacy development.

Setting details

Unique reference number	2668790
Local authority	Lancashire
Inspection number	10339436
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	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Preston. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- This was the first routine inspection the provider 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 their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting through written comments.
- 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