

Childminder report

Inspection date: 22 July 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

Children are very happy and settled in the care of this nurturing childminder. They demonstrate that they feel welcome and safe in the childminder's home as they settle in quickly and begin to play. The childminder's welcoming, vibrant and inclusive environment enables children to flourish. Children behave very well. They have opportunities to copy the childminder when she models positive behaviour. For example, when children struggle to understand that they can play with the same toys at the same time, the childminder models how to do this. She plays alongside children. This encourages children to play cooperatively with each other. The childminder uses behaviour management strategies appropriate to children's age and stage of development, including praise and cuddles. As a result, children have high levels of self-esteem and feel valued.

The childminder has a good understanding of how young children learn and develop. She knows the children well and is aware of their interests and abilities. Children make good progress and develop the skills they need for the next stage in their learning. They learn to complete tasks independently, such as putting their belongings away and cutting fruit at snack time. The childminder provides a broad curriculum and children benefit from a range of outings. For example, they visit a soft-play centre to see Peppa Pig. Children go on regular walks to local parks and also experience different modes of public transport. The childminder supports children's social development well. Children have opportunities to mix with larger groups of children when they attend childminding groups. This helps children learn about people and communities that may be different to their own.

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

- Children learn about the importance of a healthy lifestyle. For example, they sing a song about handwashing while they clean their hands. They are supported to make healthy food choices and enjoy a range of freshly prepared nutritious meals and snacks throughout the day. Children benefit from daily opportunities to be physically active inside and outside. This helps to promote their good health and well-being.
- Children are supported to build on the skills they need to help develop their hand-eye coordination and hand muscle strength. Children have opportunities to play with small scoops, sieves and spades in their play to dig for pirate treasure. This is extended further by the childminder, who encourages children to use a child-safe knife to cut bananas, apples and grapes. Opportunities such as these help to develop children's physical skills and also contribute to enhancing their independence.
- Children are keen to explore the well-resourced learning environment. This means children can enthusiastically follow their own interests. They access toys

indoors and outdoors and benefit from a balance of adult-led and child-initiated activities. For example, the childminder plans a treasure hunt activity outdoors to promote children's manipulative skills. Children enhance the activity with chosen resources from the garden. Children become absorbed in every aspect of their play and remain engaged for extended periods.

- The childminder keeps up to date with training to further her own knowledge and skills. This has helped to develop her understanding of the skills that are typical for children to develop at various ages. She gathers detailed information from parents on enrolment which includes completion of an 'All About Me' booklet. This enables her to identify where children are in their learning and development and provide for their next steps.
- Overall, children's communication and language development is supported well by the childminder. For example, she introduces new words such as 'bandana' and 'flag' during a pirate role play. However, there are times when the childminder does not use the correct pronunciation of words to help support children's developing vocabulary. For example, when calling a bird in a book, 'birdie'. This does not successfully help to extend children's communication and language development.
- Children love looking at books and listening to stories. The childminder ensures that children have independent access to books. Children snuggle into the reading corner and select books individually to read. The childminder recounts stories in an animated way that keeps children engaged. She makes good use of books to expand children's language skills. The childminder also ensures that she provides books to help extend children's understanding of different people and cultures around the world.
- Parents receive daily updates about their child's day, including photos of them participating in activities. The childminder shares children's learning assessments with the parents. She supports parents to contribute to their child's learning at home. The childminder understands the importance of working in partnership, should children attend other settings, to promote continuity in learning. Parents speak highly of the childminder and the quality of care she provides.

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:

- consistently model the correct pronunciation of words to help promote and extend children's developing language skills further.

Setting details

Unique reference number	2669724
Local authority	Lancashire
Inspection number	10350614
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 4
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 2022 and lives in Slyne-with-Hest, Lancaster. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shaun Wilson

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 childminder and inspector discussed the curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke with parents and read their written feedback. He took account of their views.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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