

Childminder report

Inspection date: 21 November 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 deeply dedicated to providing high-quality care and fostering a nurturing environment for children. She actively listens to and speaks with the children in a thoughtful and articulate manner. She creates meaningful interactions that strengthen their bonds with her. Even those new to the setting quickly develop a sense of security and trust in her care. The childminder places great importance on supporting children's emotional development. She guides them in managing their feelings and understanding the needs of others, promoting positive behaviour.

With a calm and patient manner, the childminder sets high aspirations for each child's development. She builds their confidence and resilience by offering plenty of praise and encouragement. Her creative and engaging play and learning opportunities inspire children to remain curious and motivated learners. She enriches their understanding of the world through a variety of activities, including outdoor play. Weekly toddler groups further enhance their social skills, preparing them for future learning experiences. All children have access to a wide range of resources to explore their unique interests. The childminder encourages children to manage their self-care and make their own choices. Independence is a key focus. Older children put on their waterproof clothes for outdoor play.

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

- The childminder encourages children to develop an early understanding of making healthy choices. For instance, they can select from a wide variety of nutritious snacks. Children enjoy daily access to fresh air and engage in numerous activities that support their physical development. They frequently explore the outdoors through woodland walks and outings, which nurture their curiosity about the world around them. A favourite activity for both the children and the childminder is visiting the safari park, sparking excitement and further expanding their learning experiences.
- The childminder has established strong partnerships with parents. She implements effective settling-in procedures by gathering detailed information about each child's development and care needs from their families. By incorporating home routines into her care, the childminder ensures that children settle quickly and comfortably. She maintains open communication with parents, sharing updates about their children's progress and learning. Parents express high praise about the care and support provided by the childminder.
- The childminder encourages children to take pride in their achievements, such as making a volcano with rice. She uses positive language with them, telling them their ideas are amazing. Most children are confident to speak in front of others. However, sometimes, more confident children dominate conversations, which does not allow quieter children to share their ideas. On these occasions, quieter

children do not participate fully in activities to further encourage their social skills.

- The childminder is actively engaging children in developing their mathematical understanding during hands-on activities. She encourages the children to count scoops and recognise numbers on the measuring jug. She is introducing concepts such as addition, measurement and comparison in a practical and engaging way. Children are developing a good understanding of mathematical concepts.
- The childminder develops children's communication and language skills well. She provides a running commentary as children play, introducing new vocabulary as they do so. She consistently repeats the correct pronunciation of words as children develop their speech. When children use expressive phrases like 'geggy, steggy, go', the childminder repeats 'ready, steady, go' to model clear language. As a result, any gaps in children's speech and language are closing.
- The childminder engages all children by asking open-ended questions, such as, 'How many scoops will it take to fill the jug?' She then asks younger children to see if they can scoop the rice. This ensures that every child benefits from the shared experience in ways that support their developmental needs. Children are engaged in learning and demonstrate good problem-solving skills.

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:

- support less confident children to share their ideas with others to further develop their social skills.

Setting details

Unique reference number	2678704
Local authority	Lancashire
Inspection number	10360099
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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Thornton-Cleveleys. Sessions are from 7.30am to 5.30pm, Monday, Wednesday and Thursday, and from 7.30am to 5pm on Tuesday, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 4.

Information about this inspection

Inspector

Denise Barnes

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on the children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector and the childminder carried out a joint observation of a mathematics activity.

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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