

Childminder report

Inspection date: 4 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 has created a warm and inviting environment. She gives careful thought to the environment and the resources. Children independently access resources, which helps them to be engaged and active learners. The curriculum is ambitious and takes into account children's ages and stages of development. The childminder offers children a range of learning opportunities to acquire new skills. The childminder considers children's emotional welfare. For example, she gives them a reassuring word of encouragement or a hug if they are a little unsettled. Older children independently consider the needs of younger children. They pass them resources and involve them in their play. The childminder gives children gentle reminders, such as to say 'please' and 'thank you'. Children understand expectations and their behaviour is good.

The childminder is a very good role model and promotes positive attitudes to learning. She enthuses children as she reads a familiar story and involves them in identifying and acting out the story with small characters. Children are excited and start to make predictions of what will happen next in the story. Children listen carefully and giggle in anticipation. They demonstrate that they feel safe and secure. All children make good progress.

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

- The childminder provides a range of opportunities that cover all areas of learning. Communication and language are promoted particularly well. The childminder provides a running commentary, asks children questions and recaps on prior learning. As a result, children are learning vocabulary in context and are becoming confident communicators.
- The childminder promotes all areas of learning well. Younger children enjoy sensory activities in which they experience feeling different textures, while older children use construction blocks to make models of local buildings. Children develop good physical skills. However, activities for children to consistently explore the meaning of number are not as well established. As a result, children do not have as many opportunities to solidify their early mathematical skills.
- Children are active learners and enjoy taking part in routines. They enthusiastically tidy away resources to a piece of music and proudly announce 'we did it!' They have a 'can-do' attitude and enjoy attempting things by themselves. For example, they show resilience as they keep trying to spread butter on their toast. The childminder praises children, which helps them to have high levels of self-esteem.
- Children have opportunities to explore their local community and have experiences they may not have experienced before. For example, children go on the bus to the local sight-impaired café, where they enjoy a drink and a treat.

They take part in special charity walks and raise money for others. Outings enrich children's experiences and help them to understand the world.

- Partnerships with parents are a real strength. The childminder shares meaningful information every day and gives ideas to parents about how they can support learning at home. Parents are very complimentary about the care their children receive. They say that the childminder 'gives incredible care' and children 'love going'. These partnerships provide a consistency of care for children.
- Partnerships with other professionals are in place. The childminder attends different network meetings where she meets with other childminders and receives support from local authority advisors. The childminder understands the importance of developing partnerships with teachers when children leave for school. These partnerships support effective transition and help children to settle into school life.
- The childminder has a focused approach to continued professional development. She skilfully identifies areas where she feels the need to deepen her knowledge and seeks out training to support her understanding. She has recently undertaken 'beach school' training to support children's learning outdoors. Training has a positive impact on children's learning and development.

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:

- provide consistent opportunities for children to explore the meaning of number, in order to support their understanding of early mathematics.

Setting details

Unique reference number	2683252
Local authority	Lancashire
Inspection number	10360129
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	0 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Carnforth. She operates all year round, from 8am to 5.30pm, Monday, Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- 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 and childminder carried out a joint observation.
- 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.

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