

Childminder report

Inspection date: 13 July 2023

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 build secure attachments with the childminder, and they thoroughly enjoy their time in her safe and nurturing home. Children are developing their independence skills. On arrival, they take their shoes off and place them on their own designated shelf. Children are clearly familiar with routines and quickly become engrossed in the activities. They also benefit from opportunities to socialise, as they meet up with other childminders and their peers on regular outings.

The childminder has high expectations of their learning and behaviour. She offers a calm and supportive atmosphere and gives the children lots of praise and encouragement. This helps them have a positive attitude to learning. Children behave well as they ask to take turns and politely say 'please' and 'thank you'. They show kindness and consideration for the babies and give impromptu cuddles.

Children benefit from the well-organised play space. Babies are beginning to develop new mobility skills, such as standing to access the activities. Children gain a love of literacy and excitedly ask the childminder to read a book with them. The childminder introduces lots of new vocabulary and models the correct pronunciation of words at every opportunity. She helps babies to extend their vocabulary by joining two words together, such as 'all gone'. This supports children's growing communication skills.

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

- Parents speak highly of the childminder. They particularly welcome the learning children benefit from during outings to local places of interest. They comment that their children are making great progress, both educationally and socially. The childminder provides parents with regular updates, and where care is shared between two provisions, parents appreciate the way information is shared and the smooth transition created.
- The childminder has a strong focus on children learning through a sequenced and enjoyable curriculum. She helps them to learn about the value of being outdoors, and they thoroughly enjoy trips to the local beach and parks. This helps them to develop their physical skills, such as running and jumping in the sand and water. Children demonstrate that they are making good progress; they are motivated and have a positive attitude to learning.
- Overall, the childminder supports children to learn about others. For example, she talks to children about representation of other skin colours. However, she does not provide them with experiences to support them to develop a greater awareness of similarities and differences between themselves. Consequently, children are not fully prepared for life in modern Britain.

- The childminder promotes healthy lifestyles. She shares ideas with parents to ensure children have nutritional lunch boxes and encourages them to reduce sugary drinks. The childminder talks to children about the importance of looking after their teeth. Children also demonstrate an understanding of their own personal hygiene. They explain that they need to wash away the germs before eating their lunch.
- The childminder provides many opportunities to support children's mathematical development. During activities, she introduces counting rhymes. At lunchtime, she uses lots of mathematical language and extends their mathematical thinking. Older children confidently count the slices of their fruit, counting them again once the childminder has added or taken some slices away. She uses large numerals to help children with number recognition. These opportunities help to support children's early mathematical understanding.
- The childminder develops links with other settings children also attend. She shares their progress information. The childminder bases her curriculum around related topics that children are learning. This collaborative approach ensures that children have smooth transitions between each setting.
- The childminder accurately assesses children's progress and quickly identifies any gaps in their development. She has clear intentions for all children and is aware of the skills required to support their next stage of learning. For example, she encourages younger children to build their physical skills by offering toys and equipment that inspire them to crawl or stand. Older children gain confidence during group games or role play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date by regularly completing relevant child protection training. She ensures that children are safeguarded when on outings, as she teaches them about keeping safe around strangers. The childminder has robust risk assessments in place and often takes children out with another childminder so they can call for assistance if required. She understands her role and responsibility to report concerns about any other childcare professionals. She is also aware that, should she have concerns about the welfare of a child in her care, or if an allegation is made against her, she would inform the relevant agencies without delay.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- help children gain a greater awareness of similarities and differences between themselves and others within their diverse community.

Setting details

Unique reference number	2717215
Local authority	Lancashire
Inspection number	10302554
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 4
Total number of places	3
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Morecambe, Lancashire. The childminder operates Monday to Friday, 7am until 6pm, all year round, with the exception of bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alison Tranby

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector held discussions with the childminder to assess her knowledge of safeguarding and welfare requirements of the early years foundation stage and how the childminder evaluates her practice.
- The childminder and the inspector evaluated an activity and discussed the impact on children's learning.
- Discussions were held at convenient times with the children and the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- Parents shared their views of the setting with the inspector.
- Relevant documents were reviewed by the inspector, including qualifications and children's records.

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 2023