

Childminder report

Inspection date: 17 October 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 developed a curriculum that encourages children to be curious and creative learners. Children show positive attitudes towards their learning. For example, babies smile as they squish paint through their fingers. Younger children use paintbrushes and their fingers to make marks. Older children explore the patterns on leaves and how colours can be changed by mixing the paints together. The childminder encourages descriptive vocabulary during the activity, such as 'spiky', 'hard' and 'dry', as the children explore the autumn leaves. Children recall what they know as they discuss the different types of trees they have collected the leaves from. Children begin to broaden their vocabulary and make good progress in their learning.

The childminder has built secure relationships with children. Children show they feel happy, safe and secure in the childminder's care. The childminder sets high expectations for all children. She provides opportunities for children to develop kind attitudes towards others. For example, she models positive interactions to help younger children understand the concept of sharing. Older children demonstrate how to resolve conflict together by talking through their feelings. Furthermore, the childminder organises outings where children have the opportunity to learn about looking after living animals. These learning experiences help children to be respectful towards others and further their understanding of the world around them.

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

- The childminder demonstrates a commitment to improving her own practice. She accesses training courses to support her own professional development and ensures that any assistants attend relevant training. However, the childminder has not focused sharply enough on developing her knowledge of how children learn. Therefore, at times, the childminder is not as confident to build on what children know and can do.
- The childminder has built a curriculum that focuses on what she intends for children to learn. Overall, the curriculum is implemented well. However, some of the learning experiences do not always build cumulatively on children's skills. For example, children are asked to copy and write letters from their name before being secure in their mark-making skills. On these occasions, the order in which children learn new skills does not fully enhance their development.
- The childminder has prioritised teaching children about healthy eating in her curriculum. For example, she provides children with opportunities to make their own pizza and fruit salad for lunch. The childminder teaches children about what foods are healthy and good for their bodies. She ensures that children have access to fresh drinking water throughout the day. These opportunities support

children to understand what contributes to good health.

- The childminder supports children's mathematical development well. She encourages children to count objects one by one. For example, the childminder models counting with the small pumpkins. Children begin to join in and use their fingers to point to the objects as they count in order from one to three. Older children count backwards from 20 when they tidy up their toys. Children are developing good counting skills and are beginning to match number to quantity.
- Children develop a love for nursery rhymes. The childminder introduces songs to support children's problem-solving skills. For instance, as children sing about 'three little ducks', they discuss how many ducks are left when one swims away. These learning opportunities help to develop children's critical-thinking skills.
- The childminder's curriculum positively promotes children's well-being. The childminder encourages children to keep on trying when they find tasks challenging. She uses a positive and reassuring tone to support children to reach their end goal. For example, she helps children who struggle to chop their fruit with a knife at snack time. The childminder offers lots of praise to children to recognise their achievements. This boosts children's confidence and helps them to develop a 'can-do' attitude towards their learning.
- Partnerships with parents are highly effective. Parents feel well informed about their child's learning and development. They receive daily photos and have daily discussions about what their child has been doing. In addition, the childminder ensures that she shares children's next steps in learning with parents and supports them with topics such as toilet training. These effective partnerships with parents help to ensure consistency in supporting children's development at home and at the setting.

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:

- focus professional development opportunities more sharply on how children learn to consistently build on what they know and can do
- strengthen the planning of the curriculum to ensure that all learning opportunities are well sequenced and build cumulatively on children's development.

Setting details

Unique reference number	2756927
Local authority	Lancashire
Inspection number	10349650
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 10
Total number of places	7
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in December 2023 and lives in Bullough Park, Accrington. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Danielle Kelly

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the 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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