

Childminder report

Inspection date: 7 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 works hard to build effective relationships from the start. During settling-in sessions, she gathers and acts on important information, such as children's individual needs, routines and preferences. The children demonstrate they are content. Parents are also encouraged to stay for their children's settling-in sessions. This helps children to develop a strong sense of belonging. The childminder's calm and nurturing approach helps children to feel safe and form secure emotional attachments with others. Children explore the designated playroom independently. The childminder encourages children to follow their own interests and supports them to extend their learning. Children demonstrate they are happy, settled and confident with the childminder. The childminder supports the children's well-being effectively.

Outings form a key part of the curriculum. Children enjoy a variety of regular trips, such as visits to the park, going for a walk or on an outing to the local playgroup. This extends children's learning experiences and contributes to their developing confidence and social skills. The childminder values the importance of promoting children's good health. She ensures that children get physical exercise and fresh air daily. The childminder also encourages children to make healthy choices by talking about the wholesome snacks she offers. This promotes children's awareness of healthy lifestyles from an early age. The childminder offers a good variety of activities. There is a suitable balance of age-appropriate planned learning and time for independent exploration. The childminder delivers a well-balanced curriculum with children's interests at the heart.

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

- There is a clear focus on developing children's language and communication skills. The children are encouraged to sing with the childminder. They snuggle up with her to listen to stories. Babies babble and young children repeat words the childminder models. This supports children's increasing vocabulary and spoken language.
- The childminder is a positive role model and has high expectations for children's behaviour. She gives clear explanations to help children make informed choices. Children understand the routines of the day. For example, when the childminder brings snack, young children know to sit at the table and wait patiently. The childminder's consistent approach means that children know what is expected of them. This gives children reassurance, which helps to promote their good behaviour.
- The childminder accesses mandatory training and seeks to improve her knowledge and skills through childminding networking groups. She understands the importance of keeping up to date with developments in early years

education. The childminder embraces support from the local authority. These continuous improvements have a positive impact on children's care and development.

- The childminder has a secure knowledge of child development. She understands the actions to take if there are any concerns about a child's development and strives to get the support they need to help them catch up. The childminder works in partnership with parents and professionals such as health visitors. This helps to provide consistency in children's learning and development.
- Parents appreciate and value the childminder. Their written feedback is extremely positive. Parents enjoy receiving regular observations showing what their children have been learning. The childminder also shares ideas and suggestions with parents, such as books they can read with their children at home. This helps to enhance children's learning. The childminder's effective communication with parents provides continuity for children and helps to support their good progress.
- Children develop their small- and large-muscle skills through planned activities and outings. They practise jumping, balancing, climbing and running. Children also enjoy playing ball games in the garden. They use a range of resources which help to develop their spatial awareness. Children enjoy planned craft activities, which helps to support their developing fine motor skills. Children's physical development is promoted well.
- The childminder extends children's learning and encourages children to join in with activities. However, she does not consistently plan the environment to help children sustain their focus. For example, at times, the television noise is a distraction for children. This results in children becoming a little disengaged and distracted. This detracts them from the exciting learning experiences the childminder 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:

- create an environment that helps to support children's developing concentration skills and engagement.

Setting details

Unique reference number	2756939
Local authority	Lancashire
Inspection number	10349466
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
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 was previously registered with a childminder agency and registered with Ofsted in 2023. She lives in Burnley, Lancashire. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for family holidays and bank holidays. The childminder provides funded care and early education for children aged from nine months up to four years. She holds an appropriate childcare qualification.

Information about this inspection

Inspector

Lisa Bellam-Brown

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and secure.
- 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 interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector looked at several written accounts from parents and took account of their views.
- The childminder provided the inspector with 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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