

Childminder report

Inspection date: 9 December 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 provides a happy, highly nurturing and homely environment. Children have strong bonds with the childminder, who listens intently to what children have to say. This results in older children being confident to express their needs and thoughts, and to share their experiences from home.

Older children spend a long time concentrating on the same activity as the childminder supports them to adapt it and learn different skills. For example, older children show great enjoyment exploring different metals with magnets. They ask questions as to why only some objects stick to the magnet. The childminder introduces new vocabulary, such as 'electrons', when answering their questions. Children are focused and engaged in their play. Consequently, they demonstrate positive attitudes to learning.

The childminder ensures that all children have opportunities to explore their physical abilities. For example, he encourages older children to develop their finger dexterity as they peel and cut their own fruit for snack. Furthermore, he uses these opportunities to increase children's understanding of managing risks for themselves. When children ask for help, he encourages them to keep trying. Children persevere and beam with pride as they succeed in peeling their own fruit. Children's physical development, resilience and independence skills are supported well. Children are well prepared for their next stage in learning, including school.

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

- The childminder skilfully introduces children to new vocabulary by repeating words and phrases and encouraging children to use them in context. Children are inquisitive learners and show an increased ability to ask questions to find out more. This is welcomed by the childminder, who responds clearly based on each child's level of understanding. In this way, children experience interesting back-and-forth conversations. Children's communication and language skills are developing well.
- The childminder teaches children about the importance of health and well-being. Children confidently know to wash their hands before eating and after playing outside. The childminder also promotes children's understanding of hygiene routines, such as teeth brushing. Children receive consistent messages about practices that contribute to a healthy lifestyle.
- The childminder carries out effective risk assessments and checks to ensure that children can play safely in his home, garden and during outings. He helps children to learn about festivals during the year and teaches them about the world. Children learn through regular outings and visits to playgroups, the park, the farm and museums. These opportunities help children to learn about

different people, communities and life in modern Britain.

- The childminder has strong partnerships with parents, who comment on the efficiency with which the co-childminders strengthen the learning experiences for children. Parents praise the regular and highly effective two-way communication that the childminder provides. They feel fully informed about their child's development.
- The childminder has close relationships with the local school and other settings that children attend. This ensures that transitions between his home and other settings are as smooth as possible for children. These partnerships help support a continuity of care for children.
- The childminder completes a range of training courses to keep his knowledge and understanding up to date. He works closely with his co-childminder and supports her to continue with her own professional development. They work well together and regularly reflect on their practice to ensure that children are provided with a good-quality provision.
- Children learn to behave well. The childminder plans activities where children learn to take turns and share resources. Older children and younger children play together cooperatively. However, the childminder does not fully consider how to fully enhance the youngest children's development. On occasions, he focuses more attention on the learning needs of the older children present when children of mixed ages join him for adult-led activities.

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:

- review planning and teaching during focused activities to enhance learning and engagement for babies and younger children.

Setting details

Unique reference number	2757355
Local authority	Lancashire
Inspection number	10349735
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	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in December 2023 and lives in Bacup, Lancashire. He works alongside a co-childminder. They operate from 8am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded care and early education for children aged from nine months to four years.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder showed the inspector the premises and discussed how he ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises his early years provision, including the aims and rationale for his curriculum.
- The inspector and childminder carried out a joint observation of a group activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on the children's learning.
- The childminder provided the inspector with a sample of documentation on request.
- Parents shared their views of the setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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