

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 offers a welcoming and homely environment, which positively supports children's well-being. Younger children develop strong relationships with the childminder and feel confident and content in her care. The childminder is a positive role model for children. For instance, she teaches them to listen to what others say and to develop good manners. In addition, children show a good understanding of well-established routines. They help the childminder to tidy toys and resources away in preparation for snack time. Children's self-care and independence are promoted well. Children know what is expected of them and behave well.

The childminder knows what she wants children to learn. She works closely with her co-childminder to provide and plan a well-balanced, ambitious curriculum for children. Furthermore, the childminder works with parents to gather information when they first start. The childminder has a good understanding of child development and follows children's individual learning needs well to build and extend on what they already know and can do. Consequently, all children make good progress and are prepared to move on to the next stage in their education.

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

- The childminder regularly uses books to support children to understand different social aspects of life. For example, children enjoy looking at books about the meaning of Christmas. The childminder invites all children to listen and uses good questioning to keep them focused. Younger children point to the pictures and ask for more. Older children discuss the story with interest and relate it to real life. All children are developing an understanding of the world.
- The childminder supports children's early language skills well. She sings songs and encourages babies to join in with the actions. In addition, she builds on older children's speech and language effectively, helping them to extend their vocabulary. For example, as children explore shapes, she introduces words such as 'diamond' and 'oblong'. Children develop the skills to be confident communicators.
- The childminder provides a varied menu of healthy snacks. Children thoroughly enjoy the social aspect of their snack time routines. They confidently sit down together and enjoy trying and eating a range of fruit and vegetables. Children also learn about how to keep their teeth clean through activities and conversations. This work supports children to develop positive attitudes to their health and nutrition.
- The childminder helps children to develop healthy lifestyle habits. Even the youngest children follow good hygiene routines. For instance, toddlers know to cover their mouths when coughing. Older children blow their nose, put the tissue

in the bin and wash their hands. Children understand this supports their good health.

- Partnerships with parents are good. The childminder shares children's key achievements and individual care needs with parents to promote a consistent approach to children's development. She liaises closely with parents to ensure that they receive daily information about their child's day. They appreciate the good care and interesting experiences that the childminder provides for their children.
- The childminder is passionate about her work. She attends regular training to stay up to date with her knowledge and skill. This translates to continuous improvements in the quality of teaching and care that children receive.
- Overall, the curriculum for physical development is good. For example, older babies are encouraged to be physically active. The childminder provides opportunities for them to pull themselves up and move around unaided. In addition, she provides regular opportunities for younger babies to rest during the day. However, sleeping arrangements for babies can sometimes restrict children's movements as they rest. Therefore, children are not always consistently supported in their physical 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:

- review and improve current sleeping arrangements to successfully support the physical development of all children.

Setting details

Unique reference number	2757357
Local authority	Lancashire
Inspection number	10349736
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 November 2023 and lives in Stacksteads, Bacup, Lancashire. The childminder works with a co-childminder. She operates from 8am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early years education for children aged from nine months to four years.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for the children's learning.
- The children communicated with the inspector during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this has on the children's learning.
- Parents shared their views of the setting with the inspector.
- 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.

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 2024