

Childminder report

Inspection date: 11 November 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

Children are very happy in the care of the kind and nurturing childminder. New children settle in very quickly and form strong attachments. They seek out the childminder when they are tired and receive loving cuddles and words of reassurance. This helps children to feel secure and boosts their emotional well-being. The childminder has clear expectations for behaviour. She talks to children about sharing and intervenes swiftly when conflict occurs, reminding them of the rules and boundaries. Children listen carefully to the childminder's instructions, such as 'tidy-up time' and follow the daily routine. They have lovely manners and behave very well.

The childminder places high priority on supporting children's communication and language development. She recognises when some children need more support and plans targeted intervention. The childminder spends a lot of time talking to children, narrating what they are doing and modelling the correct pronunciation of words. Children have lots of opportunities to sing, listen to stories and learn new vocabulary. This helps to develop their speaking and listening skills. Children who start the setting with limited communication skills are quickly able to hold back-and-forth conversations. This helps to prepare children for the next stage in their learning.

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

- The childminder is knowledgeable and has a good understanding of the different ways that children learn. She plans a broad curriculum, and children make good progress in their learning. However, on some occasions, when implementing the curriculum, the childminder does not focus on the specific things that children need to learn next. Some children have too much new learning to consider at once and some have too little. This does not help children to consistently build on their existing skills.
- The support for children at risk of falling behind and those with special educational needs and/or disabilities is well embedded. The childminder monitors children's development closely to identify and address any gaps in their learning. She uses additional funding, such as early years pupil premium, to help children to catch up. This narrows the gaps between different groups of children and helps them to make progress from their individual starting points.
- Mathematical development is well implemented across the setting. Older children count with confidence and are beginning to recognise a range of numerals. They show skill when counting with one-for-one correspondence and are beginning to subitise. The childminder uses mathematical language, such as 'full' and 'empty', to broaden children's vocabulary. This helps to prepare children for the next stage in learning, particularly their eventual move to school.

- Children are developing good levels of independence. They use the bathroom independently and tend to their own care needs. Children pour their own drinks by using a jug and feed themselves at mealtimes. They put their coats and wellington boots on and are learning to fasten zips. Children are developing their confidence in completing tasks for themselves.
- Children have a positive attitude to learning. They concentrate well when taking part in adult-led activities. The childminder shows children how to make a funnel from a cardboard roll and use it to fill containers with rice. Children are persistent and show resilience when at first the rice spills. They keep trying until they are able to successfully fill the containers. Children are becoming eager and motivated learners.
- The childminder takes children on lots of outings. She chooses places of interest that are based on what children are currently learning. For instance, when children learn about autumn, they take part in outdoor autumn scavenger hunts. Children meet new people in the community, which promotes discussion about similarities between themselves and others. This boosts children's social skills and develops their understanding of the world.
- Children have lots of opportunities to be physically active. They use the outdoors daily and demonstrate skill and confidence when using the equipment. Children follow an online physical exercise lesson with a good degree of accuracy. They listen carefully to the instructions and complete a range of different exercise moves. This helps to build children's physical strength and contributes to their overall good health.
- The experienced childminder is reflective and recognises the need for continued professional development. She completes all mandatory training and additional training to extend her skills and knowledge further. The childminder links with a local childminding network who she works with to share good practice. This supports her to provide consistently high-quality care and education for children.

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 more precisely on the specific things children need to learn next to help them build on their existing skills more consistently.

Setting details

Unique reference number	2758042
Local authority	Lancashire
Inspection number	10349505
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 3
Total number of places	6
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 Oswaldtwistle, Accrington. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers the government funded places for childcare and receives specific funding for disadvantaged children

Information about this inspection

Inspector
Kayte Farrell

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- 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.

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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