

Childminder report

Inspection date:

3 February 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

The childminder provides a good range of fun activities that inspire children's play and learning. For example, children enjoy using writing materials to draw various fruits and vegetables. They talk about what they have drawn and group these together in the relevant food groups. This helps to complement the themes that children are learning about within the reception class at school and builds on their good skills. Children are strongly encouraged to get involved in the planning of activities. They enjoy arranging a trip to go on a double-decker bus to enhance their knowledge of different forms of transport. The childminder uses these opportunities well to extend children's awareness of history and culture within the wider community.

The childminder forms a secure bond with every child. She has effective arrangements in place to gently reassure children during times of change. For example, when collecting children from the reception class at school, the childminder makes sure that she stands in the same place each day. This helps to promote consistent routines that contribute towards children feeling assured. Children actively demonstrate their good knowledge of the expectations for behaviour. For instance, when walking along the path to the childminder's home, they automatically stop at given points along their route and wait for the childminder. This helps them to stay safe.

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

- The thoughtful childminder strongly encourages children to share information about their interests and any experiences from home. She acts on the information she gains to enhance her provision. For example, the childminder is quick to provide additional resources that embrace children's developing love of horses. Children quickly build stories around toys and use their imagination to recreate simple representations of events, such as a riding lesson.
- The childminder targets an extensive range of professional development that builds on her good knowledge and practice. For instance, her most recent training has been focused on supporting children's emotional well-being, to tie in with events, such as children's mental health week. In response to this, the childminder is concentrating on helping children to develop higher levels of confidence and self-worth.
- Children are valued and included. The childminder encourages them to share information about events for family or friends. This builds on their self-awareness. Children readily talk about special events, such as an upcoming family birthday. They offer ideas and decide to design and create a card to celebrate the event. This idea is quickly supported by the childminder.

- The childminder values the importance of providing opportunities for children to take controlled risks during their play. For example, during walks, she invites children to climb small trees when they express a desire to do this. Children manage risks independently. They take appropriate action, such as holding onto the branches with both hands when climbing up to keep themselves safe.
- Partnerships with parents are good. The childminder speaks to parents each day to share information about the activities that children have engaged in during their time with her. She supports parents to complete home-learning activities, such as reading tasks set by the reception class teacher at school. This builds on children's skills at home. Parents comment that their children are 'very happy and safe' in the childminder's care.
- The childminder creates a friendly atmosphere within her home. Resources, such as books, are used well to help children to adopt positive morals. Children thoroughly enjoy listening to stories. They quickly grasp the meanings and learn that, by working together with others, they can achieve a common goal. This contributes towards the positive and respectful attitudes that children show.
- Children are adventurous. They initiate spending much of their time outdoors in the fresh air. The childminder encourages children to engage in exercise, such as running in short bursts along a safe pathway. She talks to them about the forms of physical activity that they take part in elsewhere. However, the childminder does not grasp opportunities to extend children's awareness of the positive impact that exercise has on their body and good health.
- The childminder forms good links with teachers from the reception class at school. She exchanges detailed information with them about children's care and learning to help to promote consistency and continuity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is well trained and understands her role and responsibility to keep children safe. She has a good knowledge of child protection procedures, including those relating to the wider aspects, such as the 'Prevent' duty. The childminder takes effective steps to reduce any risks to children. For example, during outings, she ensures that she carries equipment, including a first-aid kit and spare clothing, to promote children's physical well-being. Additionally, she avoids walking between crowds of people, to ensure that children are kept safe. The childminder swiftly engages children in national events, such as internet safety week, to teach them about how to use technology safely, responsibly and respectfully.

Setting details

Unique reference number	301515
Local authority	Blackburn with Darwen
Inspection number	10132563
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	1
Date of previous inspection	14 April 2015

Information about this early years setting

The childminder registered in 1994 and lives in Blackburn. She operates during term time, from 8am to 9am and from 3.15pm to 5.30pm, Monday to Friday. Additionally, the childminder provides occasional care to children, who normally attend school, in the school holidays.

Information about this inspection

Inspector

Charlotte Bowe

Inspection activities

- The inspector had a tour of the childminder's home to observe how this is organised. She discussed with the childminder how she creates and plans for the play environment.
- Discussions were held with the childminder and children at appropriate times during the inspection.
- A range of documents were viewed by the inspector. These included, evidence of the suitability of the childminder, qualifications, policies and safety records. The inspector discussed self-evaluation with the childminder.
- The inspector took account of the views of parents spoken to on the day of the inspection.

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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