

Childminder report

Inspection date: 29 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children display positive attitudes to their learning and behave well during their time at the childminder's home. The childminder has a particular focus on promoting children's social skills. She takes care to teach children to use good manners and show kindness to each other. She supports this through the warm and supportive relationships established with children and their families. Children are happy attending. The childminder has high expectations for behaviour. She praises children, which provides positive encouragement. For instance, they try a healthy, home-made lunch and exclaim 'it's tasty'. They acquire the behaviours they need to help them in the next stage of their learning.

The childminder's curriculum promotes children's development across all areas of learning. The childminder motivates engagement and provides activities that children are eager to join in with. For example, children eagerly unzip bags of coloured rice and enjoy helping to pour them out onto a tray. The childminder demonstrates how to make marks in the rice on the tray. The children follow her lead and explore how to make their own marks. Children maintain good levels of attention as they explore the rice using different tools. Children are proud of their efforts and results. The childminder reads daily to children, which successfully promotes early literacy. Young children confidently pass books for the childminder to read to them and they enjoy repeating familiar single words from the stories. This helps to support a love of reading.

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

- Assessment arrangements are secure. When children first start at the setting, the childminder works closely with parents to establish what children already know and can do. The experienced childminder has a good knowledge of child development. She uses this successfully to create activities that support every child's next steps. All children make good progress across all areas of learning.
- The childminder supports early literacy well. She reads storybooks with expression and captures children's interest. The childminder encourages children to recall and repeat phrases. She provides a narrative as children play and models words clearly. However, she does not precisely plan how to provide children with an even wider vocabulary, in order to further support their language skills.
- The childminder successfully includes mathematics in different activities. For example, as children scoop coloured rice into containers, she supports them to fill, weigh, and name the colours of the rice. Children also count objects that they are using and they practise showing amounts with their fingers. Children's awareness of concepts such as shape, measure and number are developing well.
- The childminder has high expectations for all children to show good manners

and respect for others. Children listen well to instructions, such as to tidy away their toys before making further choices. The childminder listens to children and values their opinions. This helps children to begin to learn to regulate their own feelings and behaviours. Children are resilient and react positively when they encounter a problem.

- The curriculum promotes children's understanding of the world well. The childminder provides children with a wide variety of opportunities to explore the local area and places further away. For example, the childminder uses buses and trains to offer children experiences of different forms of transport. This helps to ensure that children gain a growing understanding of the world outside of their immediate environment.
- Parents are very complimentary of the childminder. They say that their children are very happy to attend her setting and develop a close bond with her. The childminder shares regular updates with families regarding routines and care practices. Parents say that this helps them to provide similar opportunities at home. As a result, children benefit from continuity in their care and learning.
- The childminder supports children's social skills and confidence. She regularly meets with other childminders to give children opportunities to play and take turns in larger groups. She also takes them to local playgroups, where children sing and dance to music with friends. This enhances children's ability to make relationships and cooperate with others.
- The childminder has strong links with other childminders. This provides her with opportunities to share good practice and hold professional discussions with others. The childminder undertakes statutory training, such as first-aid and safeguarding training. However, she does not reflect on her teaching and gaps in children's learning, in order to help her to plan how to further enhance the quality of education.

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:

- enhance planning to provide further opportunities to broaden children's vocabulary
- reflect on the quality of teaching and gaps in learning to plan ways to help maintain the good quality of education.

Setting details

Unique reference number	301621
Local authority	Blackburn with Darwen
Inspection number	10312368
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	3
Date of previous inspection	27 April 2018

Information about this early years setting

The childminder registered in 1996 and lives in Darwen, Lancashire. She offers care all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to understand how the early years setting and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- The inspector took account of parents' views from their written feedback.
- 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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