

Childminder report

Inspection date: 27 November 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

The childminder creates a safe and secure environment where children can be themselves. She works hard to build nurturing relationships with children and their families. The childminder supports children to form warm, caring friendships with their peers. She provides opportunities for children to dance together to their favourite songs and to share picture books. The childminder's nurturing approach helps children to develop their emotional security. Children are settled and very happy in the childminder's care.

The childminder radiates positivity and enthusiasm. She supports children to 'keep trying' when tasks become a little tricky. For example, when children find the dough hard to roll out, she motivates the children to squash and squeeze it. The childminder sensitively says words of reassurance and gives specific praise. Children learn perseverance, are eager to please and show positive attitudes to the learning experiences they access.

Children have lots of opportunities to develop their language and communication skills. The childminder constantly talks with the children about what they are doing. She emphasises new words when reading books and repeats words during play. The childminder recognises when children may need some additional support. Children receive targeted interventions that help them to make progress. The childminder helps to prepare children for their next stage of learning.

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

- The childminder develops a well-balanced curriculum that is tailored to meet the children's needs. She understands what children need to know and learn at each stage. The childminder skilfully weaves individual learning targets into play. She knows what motivates children. Children benefit from the childminder's positivity. They make good progress from their initial starting points.
- The childminder plans physical activities for the children to enjoy, such as dancing, craft activities and riding on wheeled toys. Children access daily outdoor activities. The childminder understands the importance of supporting children to develop their large muscles, control and coordination. Children enjoy manipulating dough and using scissors to cut. This supports their fine motor skills in readiness for writing. Physical development is well thought out.
- Children learn about leading healthy lifestyles. The childminder talks about healthy food choices and eating a range of fruits and vegetables. She takes children to local shops to explore this further. The childminder models good hygiene procedures, and children are very eager to copy. Children independently wash their hands before eating. This supports their understanding of healthy routines and their growing confidence.

- The childminder helps children to gain an understanding of different cultural festivals and celebrations around the world. However, children are not consistently supported to learn about similarities and differences during everyday activities. Opportunities are not regular or varied. Children are not fully prepared for life in modern Britain.
- Children are content. The childminder places high priority on supporting children to recognise a range of emotions. Children enjoy looking in mirrors at their own facial expressions. The childminder uses books and situations to explore how others are feeling. She supports children's emotional well-being very well. Children are beginning to manage their emotions appropriately.
- Clear boundaries and expectations set by the childminder support daily routines. The childminder supports children with turn-taking, sharing and enhancing their self-esteem, through the activities she plans. Children know to tidy away what they have used in readiness for others. They develop a sense of responsibility. Children's behaviour is good.
- Professional development is highly regarded. The childminder thoroughly enjoys learning new skills and gaining knowledge. She talks enthusiastically about training and how this has helped to improve the setting. The childminder is part of a local networking group that shares good practice. This contributes to the childminder providing good quality education and care.
- Partnerships with parents are excellent. Written feedback from parents is very complimentary. Parents state that the childminder is approachable, supportive and extremely positive. They value the support and information they receive regarding their children's learning and development. Parents know how influential the childminder is. These respectful, collaborative partnerships support continuity of care and education for all children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the curriculum for understanding the world by increasing the opportunities for children to learn about similarities and differences.

Setting details

Unique reference number	301656
Local authority	Blackburn with Darwen
Inspection number	10363737
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	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 January 2019

Information about this early years setting

The childminder registered in 1993 and lives in Blackburn. She operates all year round, from 8am to 4pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Lisa Bellam-Brown

Inspection activities

- The inspector observed the quality of education being provided and discussed children's progress with the childminder.
- The inspector considered written feedback from parents.
- The inspector observed the interactions between the childminder and the children.
- The childminder discussed her curriculum, children's learning and how she plans for children's progress with the inspector.
- The inspector spoke to the childminder and children at convenient times during the inspection.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning with the childminder.
- The childminder's documentation was available to view, including training, qualifications and suitability checks.

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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