

Childminder report

Inspection date: 23 February 2023

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 thrive in the care of the nurturing and gentle childminder. They eagerly welcome her into their play and seek her reassurance when needed. Children look to the childminder as a playful partner who joins in and enhances their chosen play and interests. For example, the childminder enthusiastically talks about what she observes children doing as they scoop sand with toy diggers outdoors. She reminds them of previous experiences when they have observed diggers and other vehicles while out and about in the community. This helps children to make links in their learning.

Children confidently engage in conversations with the childminder. They willingly share their thoughts and feelings. The childminder gives high priority to developing children's communication skills. For example, she talks to children about what she observes them doing. She introduces new words, such as, 'molecule' when describing the differences between the consistency of oil and water. Opportunities such as this, help to extend children's understanding and growing vocabulary.

Children confidently explore the wide range of activities and resources available. They use their imaginations and become deeply absorbed in their play and learning. Children consistently demonstrate that they feel safe and secure in the care of the childminder. They understand the childminder's high expectations for their behaviour. They treat others with respect and kindness, remembering to say please and thank you when appropriate. Children behave very well.

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

- The childminder provides an enriching curriculum. She knows children very well and carefully monitors their individual progress. Overall, she uses her knowledge of what children already know and can do to build upon their learning effectively. The childminder understands how children's learning is sequenced. This means that children make good progress and are prepared well for their eventual move to school.
- Children are enthusiastic learners who respond well to challenges. For example, children delight in describing what happens when oil and water are added to the 'magic potion' they are mixing. Children confidently express their thoughts on what they are doing. That said, occasionally, the nurturing childminder offers her help too quickly and does not always give children time to think and apply what they know to solve simple problems as they arise.
- Children learn to count everyday objects as they play and are beginning to use a range of mathematical vocabulary. For example, children use words such as tallest and shortest when comparing objects in the garden. They recognise shapes and understand when something they lift feels heavy or light. Children

are developing a good understanding of mathematical concepts.

- The childminder provides a wide range of enriching activities. Children enjoy experiences that they may otherwise not encounter. For example, taking the family dog to visit the vet. Furthermore, children regularly go on outings in the local community, to the park and play groups. Opportunities such as these, help to develop children's understanding of the world around them.
- Children enjoy a wide range of healthy and nutritious snacks. They understand the importance of washing their hands before eating. The childminder is aware of the importance of following good oral health routines. She teaches children about the importance of brushing their teeth and maintaining a healthy diet in order to keep their teeth healthy. This contributes effectively to children's ongoing health and well-being.
- The childminder gathers a range of important information from parents when children first start to attend. She is mindful of children's unique care routines and interests. The childminder discusses children's progress with their parents and provides suggestions of things they may wish to do at home to further support their child's learning. Parents speak extremely highly of the childminder and the service she provides.
- The experienced childminder regularly reviews her practice and attends mandatory training to help to ensure that her knowledge in matters such as safeguarding and first aid remains up to date. However, more recently, opportunities to target her professional development in order to extend her practice further have been more limited.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs which may suggest a child is at risk of harm. She understands the procedures to follow in the event of a concern or allegation being made against herself. The childminder regularly attends safeguarding training in order to keep her knowledge up to date. The childminder undertakes regular risk assessments of the environment and any trips and outings. Furthermore, she teaches children to identify and manage their own risks. For example, children help the childminder to check for hazards in the garden before they go out to play.

What does the setting need to do to improve?

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

- consistently give children time to think and apply their previous learning so that they may solve simple problems as they arise during their play
- target further opportunities to extend professional development in order to build upon existing knowledge and skills even further.

Setting details

Unique reference number	307629
Local authority	Lancashire
Inspection number	10262957
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	12 April 2017

Information about this early years setting

The childminder registered in 1992 and lives in Rufford, Lancashire. She operates all year round, from 7am to 6pm, Monday to Friday, except for family holidays.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- this was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk together and discussed the early years curriculum.
- Children communicated 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.
- Parents shared their views with the inspector.
- The inspector carried out a joint evaluation of an activity with the childminder.
- 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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