

Childminder report

Inspection date: 1 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 are very happy and settled. The childminder thoughtfully sets out the play space to allow children to make choices from the toys available. Children confidently approach the inspector to share toys with her. Relationships are warm and friendly. Children demonstrate that they feel happy, safe and secure in the childminder's care.

The childminder is a supportive role model and uses a soft tone when speaking with children. The childminder provides a lot of praise. Children develop a love of books. They listen attentively to favourite stories and take turns to identify the characters and talk about the illustrations. The childminder teaches children what is expected of them, and they behave well.

The childminder makes sure that her curriculum is ambitious for every child. Children benefit from rich opportunities to develop their mathematical awareness. The childminder carefully weaves number, shape and size into all aspects of her provision. This means that children acquire early knowledge of mathematics in preparation for later learning. The childminder promotes mathematical development very well.

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

- The experienced childminder works closely with her co-minder to reflect on practice. The childminder keeps abreast of all mandatory training. She also accesses training provided by the local authority. This helps her to keep her knowledge updated. The childminder continues to provide high-quality provision for local children and families.
- The childminder takes children out birdwatching. They make their own binoculars and look for birds in the extensive garden. Children recall which birds they have identified from the list. They eagerly check them off before searching excitedly for the next bird. Children are developing an appreciation for the world around them.
- Children are keen and willing to have a go. The childminder provides some meaningful experiences to help children to develop the skills needed for future learning. For example, babies explore cause-and-effect toys and eagerly open flaps and doors. They delight in seeing the effects of their actions. Older children expertly use scissors and are starting to write the letters of their name ready for writing in school. Children manipulate dough into different models and recognise the shapes of the dough cutters. They are imaginative and creative.
- The childminder is calm and considerate and, overall, children adopt the same behaviours. However, the childminder does not explain to children why they are being praised or what they are being praised for. This means that children are

not fully aware of their individual achievements. That said, children are encouraged to be gentle, share and listen to others. Children's behaviour is good.

- The childminder closely monitors children's development and progress. This means she has a good understanding of children's current skills and capabilities. The childminder uses what she knows about each child to identify appropriate next steps in learning. However, sometimes, the childminder does not implement the intended curriculum to promote children's current learning. Nevertheless, children acquire a lot of new skills and knowledge and have a delightful time in the childminder's care.
- Partnership with parents is a strength of this setting. Parents are fully involved in and updated about their children's care and development. Parents enjoy receiving photos of children's experiences. They are helped to continue with and extend children's learning at home. A consistent approach between home and the setting is adopted, which helps children to make good progress.
- The childminder swiftly responds to children's care needs, such as promptly changing nappies to ensure that children are comfortable. The childminder instinctively tunes in to what babies need, even if they are unable to tell her what they want. For example, she astutely recognises when babies are becoming tired and settles them down for a nap. Even the newest children's individual needs are entirely known and are immediately met. All children are happy and show that they are completely at ease.
- The childminder and children go out into the community. For example, they attend a session at the local playgroup. This helps to widen children's experiences and promote an understanding and respect for people, families and communities beyond their own. During these outings, the childminder teaches children about road safety. This contributes towards children's awareness of risk and how to stay safe in preparation for life in modern Britain.

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:

- give children precise praise so that they know what they are being praised for and can celebrate their achievements
- focus more closely on the intended curriculum and help children to make the best progress that they can.

Setting details

Unique reference number	307642
Local authority	Lancashire
Inspection number	10305052
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	7
Date of previous inspection	9 February 2018

Information about this early years setting

The childminder registered in 1990 and lives in New Longton, Preston. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works alongside a co-childminder. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Layla Davies

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 that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, such as policies and procedures and training certificates. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of her household members.
- Children were spoken to when appropriate.
- The childminder and the inspector held ongoing discussions throughout the inspection.
- The childminder provided the inspector with a sample of written feedback from parents.
- The inspector observed the interactions between the childminder and children.

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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