

Childminder report

Inspection date: 18 October 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

The childminder creates a warm and welcoming setting in which children are confident and happy. Children proudly show visitors their favourite things to play with and are keen to share their achievements. For instance, children smile as they demonstrate different ways to make sounds with instruments. The childminder has developed nurturing bonds with the children. As they look at photos together, children excitedly point out their friends and fondly recall the memories that have been captured. If children do occasionally need reassurance, they are quickly comforted with cuddles from the caring childminder. Children feel safe and secure.

The childminder has high expectations of children's behaviour. She models good manners to the children and praises them as they say 'please' and 'thank you'. The childminder has embedded routines that children fully understand. For example, children calmly read books at the table as the childminder prepares to serve their meals. Children are developing their understanding of how to manage their emotions.

The childminder engages children in a range of learning experiences that specifically target the next steps in their learning. For instance, as children learn to identify colours, the childminder takes them on an autumn walk to find different-coloured leaves. The childminder supports children to remember what they have been taught. As children play with dry pasta, the childminder encourages them to listen as she says that it reminds her of the 'crunching leaves' at the park. All children make good progress from their starting points.

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

- The childminder provides activities and resources that support all children to make progress. For example, the childminder ensures that babies have lots of opportunities to build their core strength in preparation for sitting, crawling and walking. The childminder effectively uses her assessments of children to identify any gaps in their learning. She targets support in these areas to ensure that all children, including those with special educational needs and/or disabilities, make good progress in their learning.
- Children's speech and language development is prioritised by the childminder. She provides commentary as children play and models new vocabulary. For example, as children identify an animal as a 'moo moo', the childminder praises the children for identifying the animal and says, 'Yes, it is a cow.' As children hear a plane, the childminder engages them in discussions about going on holiday. Children make good progress in their early communication skills.
- Children enjoy sharing stories with the childminder. They focus intently as they listen to books being read and retell stories that they have previously heard. The

childminder reads enthusiastically and engages children by providing resources that link to the items in the story. For instance, as she reads a story about looking for a hen's eggs, children explore their own wooden eggs. Children excitedly talk about their weekly visit to the library. They say that they enjoy choosing books to explore at the setting and at home. Children develop a love of reading from an early age.

- The childminder promotes children's mathematical development. She encourages children to apply their mathematical knowledge as they play. As children use a spoon to scoop items into a container, the childminder asks the children to count each spoonful as she models vocabulary such as 'more' and 'less'. Children's understanding of mathematical concepts is developing well.
- The childminder supports children's health and well-being effectively. She teaches children how to look after their bodies by eating a balanced diet, being physically active and developing good hygiene practices. The childminder models to babies how to place their hand over their mouth when they cough or sneeze. Babies confidently copy this action. The childminder ensures that children spend time being active in the fresh air. Parents state that the children's regular outings to the park with the childminder have supported their confidence in their physical development.
- In the main, the childminder promotes children's curiosity and encourages them to be fully active and independent in their play. However, at times, the childminder suggests ideas or solutions before children have had time to notice, think or try things for themselves. For instance, as children attempt to post large items through a small tube, the childminder offers them a smaller item that will fit. This does not allow children the time to explore how to solve problems or to test out their own ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities and attends regular training to ensure that her knowledge of child protection remains up to date. She knows the signs that might raise concerns about a child's welfare and how to report those concerns. The childminder has a secure knowledge of the steps to take should there be any allegations made against her or a household member. She supervises children carefully as they play and has a secure understanding of how to identify and manage risks in her home and when on outings.

What does the setting need to do to improve?

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

- promote children's problem-solving skills by giving them more time to think and to test out their own ideas.

Setting details

Unique reference number	307660
Local authority	Lancashire
Inspection number	10289293
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	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 November 2017

Information about this early years setting

The childminder registered in 1992 and is located in Preston, Lancashire. She operates all year round, from 7:30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Liz Dayton

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 childminder.
- Children communicated with the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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