

Childminder report

Inspection date: 17 March 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder understands the impact that the COVID-19 pandemic has had on children's emotional well-being. The introduction of more-gradual settling-in sessions has helped children to feel assured as parents leave. Children are happy and settled in this homely environment. They show confidence to seek a reassuring cuddle from the friendly childminder at times when they need this. The childminder prepares children well for any changes to their normal routine. For example, she talks to children about any intended visitors and takes the time to introduce children to them as they arrive. This helps all children to feel valued. Children are generally kind and considerate. For example, they willingly hold the gate open for others to walk through without having to be asked. Children enjoy their time playing and learning in the childminder's home.

The childminder promotes children's learning and development well. During play with cars, she encourages children to measure the speed and distance that different vehicles travel. This helps to build on children's early mathematical skills. Children know how to operate simple equipment. For example, they enjoy pressing the button on a pretend drill and watch as this rotates. Children understand how to keep themselves healthy and safe. They know to wash their hands before meals and use knives safely when cutting up their own fresh fruit at snack time. Children listen to the childminder. They quickly learn to place their hand over their mouth when coughing, to help to keep others safe.

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

- The experienced childminder knows what children enjoy and need to learn next. To build on children's love for books and reading, the childminder selects stories that she knows all children will enjoy. She reads with great enthusiasm and uses the tones in her voice to best effect, to engage children. Children listen to stories with increasing attention. When looking at books independently, they handle these carefully, turn the pages from left to right and show great interest in the illustrations.
- Overall, the childminder supports children's communication and language skills well. For example, during play, the childminder welcomes children to share information about their favourite flavour of ice cream. She introduces new words, such as 'pistachio', to build on children's increasing range of vocabulary. However, while children are making their own shakers, the childminder asks too many questions in quick succession and suggests too many of her own ideas. This does not fully support children to think for themselves and to express their own thoughts and ideas.
- The childminder takes children to places of interest, such as the church and the post office, to build on their awareness of different occupations. She teaches

children about the importance of recycling and reusing different materials and how this successfully contributes to a reduction in landfill. Children gather up any old or unused clothes from home. They willingly donate these to local charities, to help those in need. This helps children to adopt a sense of community spirit.

- The kind and caring childminder encourages children to form positive relationships with one another. She uses a calm and gentle manner to resolve the few conflicts that arise during play. However, when introducing resources that link in with stories, the childminder does not consistently encourage children to take an equal turn. Additionally, during music sessions, the childminder does not promptly encourage children to play their instrument at a level that ensures that everyone can be heard. This does not support children to have the very highest levels of respect for their friends.
- Partnerships with parents and others are good. The childminder exchanges information about children's learning and progress with parents and professionals from other settings that children attend. She provides parents with purposeful resources, such as arts and crafts, to help to build on children's design and creativity skills at home. Parents express that children receive a great deal of love and care from the childminder.
- The childminder recognises that children have had fewer opportunities to socialise with others during the COVID-19 pandemic. In response to this, she has introduced more small-group activities within her home and takes children to a local toddler group each week. This helps to boost children's confidence around others and prepares them well for their eventual move on to school.

Safeguarding

The arrangements for safeguarding are effective.

The well-trained childminder understands her role and responsibility to protect children's welfare. She recognises the indicators of abuse and knows the procedures to follow in the event of a child protection concern. The childminder takes steps to keep children safe in her home. For example, she makes sure that children do not enter the kitchen area when hot food is cooking, to help to prevent any accidents. Equally, during outings in the car, the childminder talks to children about the importance of wearing a seatbelt and the dangers associated with not doing this. This contributes towards children's good understanding of how to keep themselves safe.

What does the setting need to do to improve?

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

- intervene more precisely and extend ways for children to think for themselves and express their own ideas, to help them to make higher rates of progress in

their communication and language development

- strengthen teaching techniques and consistently support children to expand on their ability to share and take turns and to show the very highest levels of respect for their peers.

Setting details

Unique reference number	307706
Local authority	Lancashire
Inspection number	10109608
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 June 2014

Information about this early years setting

The childminder registered in 1992 and lives in the Torrisholme area of Morecambe. She operates from Tuesday to Thursday all year round, except for bank holidays and family holidays. On Tuesday and Thursday, she operates from 8am to 5.30pm. On Wednesday, she operates from 8am to 4pm.

Information about this inspection

Inspector

Charlotte Bowe

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 her evaluation of the setting.
- The childminder led the inspector on a learning walk to show how her home is organised and to share information about the intent for the early years curriculum.
- A planned activity was jointly evaluated by the inspector and the childminder.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- A sample of documents was viewed by the inspector, including a record of the childminder's qualifications and training, health and safety records and some of the policies and procedures.
- The inspector took account of written reviews from parents.

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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