

Childminder report

Inspection date: 17 May 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 arrive eagerly at the childminder's safe, calm and well-resourced home. They settle well and select the toys they want to play with. The childminder plays on the children's level and they laugh with delight as she playfully interacts with them. Children go to the childminder if they are hungry or want to play. Strong bonds between her and the children encourage them to learn and have fun.

Children squash dough with a rolling pin and make marks with a cutter. They practise using tools and test their physical skills. While learning about minibeads, they work out the number of legs and antennae an insect has. They explore topics over time and use new learning in their play.

Children build on the number of words they use. The childminder skilfully introduces new words into conversations. This helps to expand children's understanding of language. Children behave well. They learn to share and are kind to each other as they build close friendships. Children express a love of books. When reading stories, they predict what will happen next. The childminder gives children time to think and explain the story. Children follow words from left to right, practising their emerging reading skills.

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

- The childminder has a clear, well-sequenced curriculum. She carefully assesses what children need to learn next and swiftly identifies any emerging gaps in their progress. The childminder implements plans that help all children, including children with special educational needs and/or disabilities (SEND), to make continued good progress from the outset.
- Children practise their large physical skills on trips and outings. The childminder takes the children to the park and physical activity classes. This helps to improve the children's strength and agility.
- Children learn clear boundaries. They follow the childminder's directions and they know what she expects of them. This encourages children to behave well and helps to create the calm environment that is conducive to learning.
- The childminder teaches children about a range of festivals and celebrations from other cultures. However, she does not routinely support children to learn more about what makes them unique and the similarities and differences that exist between each other.
- Children learn about the importance of leading a healthy lifestyle. They understand why good dental health is important and engage in activities that support their understanding of healthy teeth. Children sing a 'wash the germs away' song when washing their hands before lunch. This helps children to remember why it is important to keep their hands clean.

- Children learn to be independent. For example, they put on their own coats and shoes when going outside. Children choose their own plates and help to prepare their own lunch. This helps children to develop their self-care and independence skills.
- The childminder arranges professional development opportunities for herself and other early years professionals. For example, she completed a designated person for safeguarding course with other childminders. The childminder has completed training in how young children think and learn. This has enhanced her work with younger children. The childminder ensures that mandatory training, such as paediatric first aid, remains up to date. This prepares her to help children in the event of an accident or injury.
- Parents explain that they have a strong relationship with the childminder. She provides support for the parents and the children. The childminder provides regular and effective communication between the parents and the local school. This helps children's transitions to school. The childminder shares stories that help children understand their emotions with parents. This is positively supporting children's behaviour at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular risk assessment checks. She maintains a safe environment and teaches children to keep themselves safe. The childminder can identify the signs and symptoms of potential abuse. She knows how to refer any concerns she may have about a child's well-being to the relevant authorities. The childminder undertakes regular training to keep her knowledge of safeguarding up to date. She knows who to contact in the event of an allegation being made. The childminder signposts families to early help support in order to help ensure children's ongoing well-being.

What does the setting need to do to improve?

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

- increase children's understanding of what makes them unique, similar to and different from their friends and the wider community.

Setting details

Unique reference number	307731
Local authority	Lancashire
Inspection number	10285374
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	8
Date of previous inspection	4 October 2017

Information about this early years setting

The childminder registered in 1990 and lives in Accrington, Lancashire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification.

Information about this inspection

Inspector
Gill Blackwell

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector and the childminder carried out a joint observation and discussed the quality of teaching.
- The inspector carried out observations of the interactions between the childminder and children.
- The inspector held discussions with children and the childminder throughout the inspection and considered their views.
- The inspector held a leadership and management discussion with the childminder.
- Parents shared their views on the childminder's setting with the inspector.

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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