

Childminder report

Inspection date: 8 October 2019

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

Children are happy and feel comfortable in their surroundings. They build strong attachments with the caring and nurturing childminder. The childminder uses pivotal moments to make connections with children, and this is demonstrated as she sings songs at nappy-changing times. Children who have recently started at the setting settle quickly and demonstrate a good sense of belonging. The childminder is a good role model to children. Children demonstrate kindness, respect and consideration to others. The childminder has high expectations for children's behaviour and has established clear and consistent rules and boundaries. Children are supported to share and take turns and are encouraged to include younger children in their play. For example, older children play peekaboo with babies, and they each show their delight by giggling joyfully.

The childminder is passionate about her role in supporting children through their early years. She reflects well on her practice and involves parents and children in identifying key areas for improvement. Communication and language are extremely well supported. For example, the childminder fosters children's love of singing by allowing them to independently choose songs and rhymes from her song bag. The childminder allows plenty of time for children to think and respond to questions she asks. Children are making good progress in their communication and language development.

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

- The childminder offers praise and encouragement in abundance. Children are well supported to achieve their desired goals, helping to boost their growing confidence and self-esteem. Children are making good progress and acquire the skills required to support them in their next stage of learning.
- Effective care practices teach children to develop an understanding of their own personal needs. For example, the childminder shows children how to wash their own faces after eating. She encourages them to check they are clean by looking in the mirror.
- The childminder supports children's physical skills from a young age. Children develop good physical dexterity as they move their bodies to music. Children giggle with excitement as the childminder incorporates musical instruments into their song-and-rhyme times. The childminder places high emphasis on healthy eating and offers a nutritious, well-balanced diet. Children competently feed themselves and learn to make healthy choices.
- The curriculum provided by the childminder is exciting and varied. Learning opportunities are tailored to children's individual needs and interests. For example, the childminder skilfully uses a range of resources to support babies to learn to walk. She completes regular observations of children to assess current

levels of development in order to plan what children need to learn next.

- Children freely access the environment and do so with confidence. The childminder encourages them to make choices in their play from a wide variety of resources. Babies learn from older children; they play together harmoniously and older children model play ideas which extend skills and knowledge. Children learn to be creative using malleable materials such as play dough. They manipulate the dough by squeezing, pinching and prodding, developing the small muscles in their hands.
- The childminder is highly skilled at promoting early language skills. For example, young children smile, babble and clap hands as she continually chats and introduces simple words into their play.
- Children learn about the wider world and take regular trips out into their local community, for example to forest-school sessions, the local church, parks and toddler groups. These opportunities allow children to be active and develop their confidence in new situations. Children attend a local setting which supports children with special educational needs and/or disabilities. This extends children's knowledge and understanding about similarities and differences between themselves and others.
- The childminder has positive relationships with parents. Parents compliment the childminder, stating, 'Children are happy and settled and enjoy many outings into the community.' The childminder shares information with parents in a variety of ways and keeps them updated on children's learning and development. However, she does not gather enough information about what children already know and can do, to plan more precisely when they first start at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of safeguarding and understands her responsibility to protect children from harm. She is aware of the signs and symptoms in relation to child protection and wider safeguarding issues, such as the 'Prevent' duty. The childminder understands the referral procedure well and how to report any concerns about a child's welfare. She knows the procedure to follow in response to an allegation made against herself or a family member. The childminder understands the potential risks to children when using technology and has good strategies in place to keep them safe online.

What does the setting need to do to improve?

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

- review ways to gain more in-depth information about what children already know and can do to support their individual learning needs right from the start.

Setting details

Unique reference number	307753
Local authority	Lancashire
Inspection number	10109609
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 April 2015

Information about this early years setting

The childminder registered in 1991 and lives in Wesham, Kirkham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She holds an early years qualification at level 3.

Information about this inspection

Inspector
Rachel Strutt

Inspection activities

- The inspector undertook a learning walk with the childminder around the parts of the home accessed by children. She looked at the range of resources available for children to use.
- The inspector observed the interactions between the childminder and children and assessed the impact these have on children's learning.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector reviewed a sample of documentation, including evidence of professional development and suitability checks for household members.
- The inspector spoke to parents and took account of their views.

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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