

Childminder report

Inspection date: 10 November 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The children are well settled at the childminder's homely setting, and their well-being is good. They feel safe, happy and content in the care of the childminder. The children play well together, occasionally needing reminders to wait their turn. The childminder has effective behaviour management strategies in place that support children's emotional literacy and overall well-being. This encourages the children to have respect for one another. The interests, views and opinions of the children are considered, and they are given the opportunity to make choices. For example, they go to the local butcher to choose what they want to eat for their lunch.

The childminder obtains information about the children's starting points when they enrol with her. This allows her to find out what they can do right from the start. Her learning intent is clear, and she continues to work in partnership with parents and carers to facilitate this, enabling her to build on what the children know and can do. The childminder is passionate about teaching the children to learn new things and be independent. She identifies what the children need to learn and completes regular assessments to monitor the impact of her teaching.

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

- The childminder recognises the importance of good partnership working. Parents speak highly of the love and affection that she provides and of her communication with the nursery the children also attend and with them. She provides regular updates on their child's development, which supports coherent working to ensure that learning is consistent for the children.
- The childminder engages in conversation with the children continually throughout the day, adding extensions to their sentences or modelling words that are unclear. However, she does not always give the children enough time to respond. This prevents her from maximising their communication skills.
- The childminder nurtures the children's love of books. They enthusiastically share with the inspector that they take books home from the childminder's house to share with relatives and their nursery. This supports children's literacy skills.
- As the children play, they are exposed to a range of mathematical opportunities. These include more and less, shapes and number patterns, and numbers in the environment. While this exposes them to mathematical awareness, the children quickly lose focus, as the childminder does not use resources in a sequence that builds on what children know and can do.
- The childminder promotes children's well-being by offering praise and encouragement for their efforts. At times, when children start to use new words, the childminder does not always consider how to use this opportunity to extend

and build on children's learning.

- Children enjoy visits in the local community to explore the park, the library, playgroup and shops. This enables them to learn about the local community and the world around them. The childminder completes risk assessments and teaches them about road safety and stranger danger to help keep them safe.
- Children have further opportunities to explore the outdoor environment. They enjoy planting and harvesting their own potatoes from a plot in the childminder's garden before cleaning and cooking them to eat for lunch. This enables children to be excited about what they eat and develop an understanding of where food comes from.
- The childminder nurtures individual faiths and cultures. The children recently explored Diwali by looking at books and making lamps. This helps children to develop positive attitudes about different cultures and beliefs.
- The childminder encourages children to independently wash their own hands, brush their teeth and pour their own drinks. The childminder explains why they need to do this. Home-cooked meals are provided, and fruit is offered for snack. This helps to promote healthy lifestyles.
- The childminder encourages respectful touch between the children. When a child announces that they are going to tickle another child, they are encouraged to ask first, as the child might not like it. This teaches them about looking after their bodies and keeping safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge of safeguarding is good. She has clear policies and procedures in place and knows who to contact in case of concerns that a child is at risk of harm. She has recently attended a number of safeguarding courses to enhance her existing knowledge, including safeguarding concerns such as county lines. The childminder completes daily risk assessments before the children arrive at the provision to ensure that her home is safe and secure. For example, cleaning products and sharp knives are stored safely, and the premises is clean and tidy.

What does the setting need to do to improve?

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

- enhance opportunities for children to further develop their communication and language by giving them time to respond to questions and use new words
- select appropriate resources to ensure that learning intentions remain clear and enable the childminder to build on what children know and can do.

Setting details

Unique reference number	307821
Local authority	Lancashire
Inspection number	10234485
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	18 January 2017

Information about this early years setting

The childminder registered in 1984 and lives in Burnley, Lancashire. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Nadin

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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure that the provision is safe.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they had learned and what they enjoy doing with the childminder.
- The inspector observed interactions between the childminder and the children.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022