

Childminder report

Inspection date: 19 January 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 is a passionate and dedicated practitioner who has high expectations of children. Children quickly develop warm and trusting relationships with the childminder. They feel confident to approach her for comfort and cuddles, demonstrating that they feel safe and secure. The childminder listens and responds intently to the children. They relish the praise and the encouragement that they continually receive from the childminder, who recognises their efforts and achievements. This contributes to the development of self-esteem, confidence and emotional well-being. Overall, the childminder recognises the importance of good speaking and listening skills to children's overall development. Children persist at challenging tasks and communicate their ideas and needs well.

The childminder organises her environment, so that it reflects children's interests. Children access a wide variety of age-appropriate toys and resources that are stored in low-level boxes. This enables children to make independent choices and initiate their own play. The childminder provides a range of activities for children to develop their literacy skills. She has a wide variety of books, and uses these effectively to support children's early literacy skills. Children freely choose books to read and show an interest in stories. Regular visits to the library build on children's love of books and future reading skills.

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

- The childminder knows her children very well and plans a suitable range of activities for children to enjoy. She carefully follows children's interests and uses this information to help children to gain the skills needed for their future learning. She continually observes children and encourages parents to share information about what their children do at home. The experienced childminder continually shares ideas and discusses practice with other childminders, which helps to enhance her own continuous professional development.
- Children demonstrate high levels of concentration. Planned activities capture children's attention, enabling them to practise a range of skills during their play. For example, children correctly use tools to pick up ice. They demonstrate their hand-to-eye coordination, carefully placing bricks and the ice bricks one on top of the other. Children show determination as they rebuild their tower after it falls.
- Overall, the childminder supports children's communication and language well. She uses books and regularly introduces new words. The childminder asks relevant questions to promote children's thinking skills. However, the childminder does not always allow time for children to think about what they have been asked and respond. As a result, opportunities to consolidate new learning are sometimes missed.

- Children are starting to use early mathematics in their play. For example, they listen carefully and focus, as they build tall ice towers. However, the childminder does not always use opportunities that arise naturally through play and routines to further develop children's mathematical understanding of counting and shapes.
- Children enjoy exploring the local area. They attend playgroups, visit local parks and develop their physical strength as they play on equipment in the park. The childminder fosters these positive attributes in innovative ways, such as during regular visits to a retirement home. Children eagerly take their crafts and sing to show the residents and learn about the older generation and their different needs. As a result, children are confident in social situations.
- Children are supported to learn about healthy lifestyles. They access their water cups and bottles easily during the day. Mealtimes are sociable occasions. The childminder supports younger children well to develop the skills needed to feed themselves. Older children wipe their own noses with a tissue and wash their hands. This helps to develop their independence and prepare them for their next stage of learning.
- Parents speak highly of the childminder. They receive daily feedback and regular updates on their children's progress. The childminder shares next steps and seeks information about what children are learning at home. She uses this to plan further activities for them. This gives children the opportunity to practise what they have learned before.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes relevant training in safeguarding and understands her roles and responsibilities. She has a good understanding of the signs and symptoms of abuse. The childminder understands how to refer any concerns about the welfare of a child in her care. Children are well supervised. Ongoing risk assessments are conducted to ensure the safety of the children. For example, the childminder supports children to climb the stairs to the bathroom and makes regular checks on sleeping children.

What does the setting need to do to improve?

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

- allow time for children to process and respond to questions to support their developing language skills and critical thinking
- strengthen opportunities for children to develop their understanding of early mathematics through their play and routines.

Setting details

Unique reference number	307883
Local authority	Lancashire
Inspection number	10265290
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 June 2017

Information about this early years setting

The childminder registered in 1993 and lives in Leyland, Preston. She operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Suzy Marsh

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 inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training.
- Written feedback from parents was given to the inspector, who 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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