

Childminder report

Inspection date: 4 March 2025

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 provides children with a lovely home-from-home environment. She offers a welcoming and well-organised home to facilitate the broad and varied curriculum. The childminder provides opportunities for children to enjoy adult-led activities, as well as moments where they lead their own play. Children happily greet new visitors and are proud to show their toys and invite them into their play. Children feel secure and benefit highly from being looked after by the nurturing and responsive childminder. Consequently, children settle quickly and make firm attachments. The exciting curriculum builds on children's existing knowledge and interests. It engages them in play-based learning opportunities across all areas of learning. For example, the childminder supports children to develop their physical skills as they climb large indoor apparatus and copy actions to their favourite songs and rhymes.

The childminder has high expectations for children's behaviour and conduct. She provides children with calm reminders of the boundaries in place to keep themselves and others safe, such as not standing on the slide. The childminder understands how to develop children's independence skills. For example, children often select their own learning activities. Children quickly learn routines of the day, and they follow instructions well. They wash and dry their hands before snack and use wonderful manners at the dinner table. The childminder is a good role model for children.

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

- The childminder has a clear understanding of delivering an exciting curriculum for children. She uses her observations and assessments to identify what children need to learn next and prepare them for their eventual move on to school. For example, younger children develop personal care routines, while older children learn valuable independence skills.
- The childminder provides opportunities within her curriculum for children to learn about safety. For example, she develops children's understanding of safety around animals on farms by discussing how and when to approach animals. Children do not use online devices in the setting. However, the childminder does not consistently think about how to sequence the curriculum to help older children to develop their understanding of online safety.
- There is a strong emphasis in the curriculum on developing children's love for books. Children cheer when the childminder tells them that it is story time. They play an active part in some stories and listen attentively to the childminder's calm and expressive manner. For example, children play the role of characters in the book with puppets and objects. They remember some of the events and what is going to happen next. For example, children look at different-sized

porridge bowls and spoons and discuss who they belong to. They learn that stories can evoke a variety of feelings as they begin to show empathy towards the characters in the story.

- The childminder supports some aspects of children's understanding of the world. For example, children enjoy regular trips out in the local community to playgroups and libraries. However, children do not have as many opportunities to learn about what makes them unique and about people that are different to themselves.
- Partnership with parents is strong and trusting. The childminder provides parents and carers with regular updates to share key information. In addition, parents comment on how the childminder shares ideas with them to try at home. This provides parents with opportunities to extend their children's learning at home and maintains continuity in their child's learning.
- The childminder has well-established daily routines to support children's good health. She offers children healthy snacks and meals that include portions of fruit and vegetables. The childminder gives guidance to parents and carers regarding healthy snacks that children can bring to the setting. She ensures that children wash their hands before eating and teaches good oral health. This supports children's understanding of good hygiene routines.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop opportunities in the curriculum to raise children's awareness of staying safe when using digital technology and the internet
- consider ways to incorporate diversity into the curriculum even more to increase children's understanding and awareness of people and communities in modern Britain.

Setting details

Unique reference number	307899
Local authority	Lancashire
Inspection number	10368456
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	7
Date of previous inspection	21 March 2019

Information about this early years setting

The childminder registered in 1995 and lives in Woodplumpton, Preston. She operates during term time, from 7.30am to 4.30pm, Tuesday to Thursday. The childminder offers government funded childcare.

Information about this inspection

Inspector

Shaun Wilson

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and the inspector discussed how the childminder organises her provision to meet the needs of children.
- Parents shared their views of the setting with the inspector.
- The inspector and the childminder carried out a joint observation of a group activity.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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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