

Childminder report

Inspection date:

6 December 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 understands the importance of secure relationships. Children are happy and enjoy rich learning experiences in the childminder's nurturing care. The childminder is attentive and provides lots of reassuring hugs to children when required. For example, when visitors arrive, children seek comfort with the childminder. Children demonstrate their growing confidence to interact by smiling and showing the visitor their toys, knowing the childminder is close by to offer support. From a young age, children enjoy spending time together. They actively seek each other out to join them in their play. Children are kind to each other, offering physical comfort if one of them becomes upset. This helps to support their emotional development.

The childminder encourages and supports children to be independent as early as possible. For example, younger children have a go at putting their own shoes and coats on. They are encouraged to carry out their own self-care skills such as wiping their noses. This helps them to develop resilience and prepares them in their readiness for school.

The childminder has developed a successful, well-sequenced curriculum. She is clear about what she wants children to learn so they gain the skills they need to be independent, confident and curious learners. Children have access to a variety of learning opportunities and they are supported and encouraged by the childminder. Children's achievements are celebrated and they are praised for good listening.

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

- All children behave well. Children are encouraged to be polite, both to each other and the childminder. However, at times, the childminder is not consistent when helping children to understand concepts around turn taking and sharing. For example, when children want the same toy, the childminder introduces an additional toy, rather than talking to the children to encourage negotiation and sharing. During these times, children do not develop the skills they need to manage their relationships with their friends.
- The childminder promotes a healthy lifestyle for the children. She provides a range of healthy meals and snacks. Water is available throughout the day. The childminder encourages children to follow good hygiene practices. For example, children are encouraged to clean their own hands before meals. As a result, children are developing an awareness of healthy lifestyles.
- Feedback from parents states that the childminder is well loved by their children. They are grateful for the communication and photographs sent home that show their child's progress and what they are learning. Parents are happy to recommend the childminder to friends and family.

- Children enjoy daily trips around their local community. For example, the childminder organises bus rides to the local shops, trips to the library and playgroup. Children are gaining a greater understanding of the community they live in and the world around them.
- The childminder has created robust links with the local nursery and school. The nursery and childminder share information on children's interests and topics they are working on. Furthermore, she ensures any information shared by the school is relayed to parents in a timely manner. This allows the childminder to continue and extend children's learning at her home.
- The childminder reflects on her practice, which helps her to evaluate what she does well and what she needs to improve. She attends all mandatory training and understands children's learning and development well. The childminder takes part in a range of professional development opportunities, such as childminder forums to share ideas and best practice. This helps improve the learning experiences for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities for keeping children safe from harm. She attends regular safeguarding training to ensure that she is up to date with recent safeguarding issues. The childminder has safeguarding policies in place and is very clear about the procedures to follow if she has any concerns about children's safety or welfare. The childminder's home is safe and secure. She carries out risk assessments to ensure that hazards and risks are identified and minimised. The childminder supports children's awareness of keeping themselves safe. For example, when walking to school they talk about the importance of road safety.

What does the setting need to do to improve?

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

- consistently support younger children to understand turn taking and sharing to further enable them to develop relationships with others.

Setting details

Unique reference number	307910
Local authority	Lancashire
Inspection number	10301452
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	18 January 2018

Information about this early years setting

The childminder registered in 1992 and lives in the Great Harwood area of Blackburn, Lancashire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Kelly Little

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 tour of the setting to see where children play and sleep, and they discussed the curriculum on offer.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- 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.

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