

Childminder report

Inspection date: 12 December 2022

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

Children are happy and comfortable in the childminder's home-from-home setting. They explore with ease and enjoy handling old-fashioned wind-up toys. They listen to the music the toys make and talk in detail about what they can see. Children's communication skills are well-established and supported. They confidently express themselves and talk about what interests them. Children, even those new to the setting, are settled and secure with daily routines and expectations of behaviour. They seek cuddles and reassurance from the childminder if they feel upset or tired. Children show care and consideration for their friends. They pretend to nurse and feed dolls during play. Furthermore, they help one another tidy up and sit calmly together on the carpet for snacks and stories. Children love to listen and join in with their favourite books.

Children have a good knowledge of their local community and gain a variety of life skills while exploring it. For example, when they visit shops, they count money when paying for the items they have chosen. Additionally, they learn how to walk safely around the village, staying close to the childminder and their peers.

During the COVID-19 pandemic, the childminder kept in touch with families and helped children continue with their learning. She shared ideas with parents and kept a log of children's interests or needs from home. This helped children settle quickly back into her care. Children show good attachment and interaction skills with each other and the childminder.

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

- The childminder recognises the importance of communicating with any other settings that children attend. She shares information about children's learning and interests. This helps her to provide continuity and consistency in children's learning experiences. Children, including those with special education needs and/or disabilities, make consistent progress and any gaps in learning are swiftly addressed.
- The childminder regularly attends training that she feels will support children's development if a specific need is identified. This helps her to meet the needs of individual children. However, the childminder does not always reflect critically on her own practice to help her to identify aspects of her knowledge or teaching that could be enhanced further.
- Children regularly work together to solve problems. Older children help their younger friends build towers. They shout in delight when they knock them over and watch the pieces fall to the ground. Children show a 'can-do' attitude towards completing tasks. This helps them remain engaged and interested in play, continuing their learning.

- Partnerships with parents are well-established. Parents are effectively supported to contribute to their child's learning from the time they start to attend. The childminder gets to know children's needs and helps parents continue their learning and interests at home. As a result, parents are fully involved in their child's learning, development and progress.
- Children sit together for meals and enjoy a range of healthy food. They talk about their favourite things to eat, such as fish and sweet potato. Children access their own drinks independently. The childminder gives children lots of opportunities to develop healthy bodies and lifestyles. For example, they take regular walks in the park and local area to develop physical skills as well as to enjoy the fresh air and the nature around them.
- The childminder uses her years of experience working with children to help build their confidence and key skills. This helps them prepare for their move on to school. Children learn to complete tasks independently and how to concentrate in group games. The childminder helps children develop fine motor skills and an interest in words in preparation for early writing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has maintained a secure and broad knowledge of safeguarding issues. She knows how to respond to a child protection concern to keep children safe from harm. The childminder knows what to do in the event of a child having an accident and has an up-to-date first-aid qualification. She knows how to manage children's medication and respond to any potential allergic reactions. The childminder helps children manage their own risks through play and when in the community, such as learning how to cross the road safely. Children are cared for in a safe and secure home.

What does the setting need to do to improve?

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

- enhance self-evaluation and target the development of specific skills and knowledge in order to help to improve practice even further.

Setting details

Unique reference number	307931
Local authority	Lancashire
Inspection number	10263528
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 May 2017

Information about this early years setting

The childminder registered in 1993 and is located in Clitheroe. She operates from 8am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachel Waterhouse

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 their evaluation of the setting.
- The inspector reviewed the premises and discussed how they ensure that it is safe and suitable.
- The childminder and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the interactions between the childminder and children and the impact this has on their learning and development.
- Parents and grandparents shared their views of the setting with the inspector.
- Children communicated with the inspector during the inspection.

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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