

Childminder report

Inspection date: 24 August 2021

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 demonstrate that they are happy and secure. They clearly enjoy attending the homely environment that the childminder has created. Children develop strong bonds with the childminder and forge positive relationships with other adults in the household. They independently explore the resources available and are developing their concentration skills. For example, young children carefully stack different-sized rings. They develop good hand-to-eye coordination and become aware of shape, size and colour. The childminder is warm and caring in her approach and has high expectations of children. Children explore the environment with increasing confidence, having the reassurance that the childminder is close by.

The childminder has focused on children's social development since the COVID-19 (coronavirus) pandemic. She has concentrated on supporting young children to grow in confidence and to become familiar with others. She has worked hard to reaffirm the importance of sharing and turn taking. As a result, children behave well. Children display an emerging understanding of routine and what is expected of them. They are motivated to learn and are keen to try new things with the childminder's gentle encouragement.

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

- The childminder offers children a range of opportunities that covers all areas of learning. Her curriculum is centred on promoting children's personal, social and emotional development. She observes children as they play and assesses what they can do. However, she does not always use this information effectively to plan more precisely to fully accelerate children's progress.
- The childminder gathers information about children's routines when they first start at her setting. This helps her to quickly settle children into her care. However, she does not routinely gather detailed information about what children can already do, to help her to plan more effectively.
- The childminder successfully promotes children's communication and language skills. For example, she models language and uses repetition to reinforce children's understanding. She commentates as children play, which helps to give meaning to what they are doing. The childminder copies young children's babbling and models turn taking in conversations. As a result, children are developing the skills needed for their future learning.
- The childminder provides good opportunities for young children's physical development. For example, she sensitively supports them to take steps independently, building coherently on the skills that children have already learned. She offers children encouragement and warmly celebrates their efforts. This helps children to develop their confidence and self-esteem.
- Children enjoy opportunities that help them to develop an understanding of the

world around them. For example, the childminder takes children on walks around the local community. She visits places of interest and attends group activities wherever possible. This helps to strengthen children's social interactions and enables them to become familiar with their local surroundings.

- The childminder supports young children's mathematical development. For example, as children explore a shape sorter, she names individual shapes. The childminder introduces simple counting, using number names and number language as children play. Her teaching assists children to begin to develop an understanding of simple mathematical concepts.
- Children enjoy exploring cause-and-effect toys. The childminder models what to do and children copy. Young children excitedly bang on drums following the childminder's demonstration. They delight in discovering the sounds that they make and begin moving their bodies.
- The childminder is committed to improving her practice. She has recently undertaken further training and has engaged in her own professional research. The childminder evaluates the effectiveness of her provision, taking into account the views of parents and children.
- The childminder has established good partnerships with parents. She regularly shares information so that parents can support their child's learning and development at home. Parents' comments regarding the childminder's care of the children and the service that she provides are positive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection issues. She has recently undertaken training in order to deepen her knowledge and skills further. She is able to accurately identify the potential symptoms that may indicate that a child is at risk of harm. Consequently, she fully understands how to report any concerns that she may have regarding children's well-being or welfare.

Furthermore, the childminder has a good understanding of the wider aspects of safeguarding, such as the 'Prevent' duty. The childminder maintains all required documentation. For example, she carefully records children's attendance, noting their arrival and departure times.

What does the setting need to do to improve?

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

- ensure observations and assessments of children's learning are used more effectively in the curriculum planning, to help to excel children's progress further
- gather more precise information from parents when children first begin to attend, to help identify what children can already do and further develop planning.

Setting details

Unique reference number	307989
Local authority	Lancashire
Inspection number	10060026
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	5
Date of previous inspection	2 April 2015

Information about this early years setting

The childminder registered in 1989 and lives in Nelson. She operates all year round from 8am 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

Karen Cox

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 spoke with the childminder and children at appropriate times throughout the inspection.
- A learning walk was carried out with the childminder to discuss the curriculum intent and how the provision is organised.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector reviewed a variety of documents, including evidence of the suitability of adults living in the household, qualifications, first-aid certificates and policies.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.

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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