

Childminder report

Inspection date: 11 December 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The experienced childminder provides a wealth of carefully considered learning opportunities. As a result, children make excellent progress. Children immerse themselves in the opportunities provided, practising previously taught skills and confidently displaying the qualities of highly effective learners. For example, children remember using dice in the past. They talk about the best way to shake the dice in their hands so that it tumbles onto the board game. The childminder encourages children to test out their ideas and make their own decisions. This helps children to build a wonderful 'can-do' attitude to their learning. They demonstrate that they feel safe and emotionally secure in the childminder's care.

The childminder develops a bespoke and ambitious curriculum. She has incredibly high expectations of all children. Her deep understanding of how children learn and develop means that everything that children show interest in becomes a valuable learning opportunity. The childminder skilfully enables children of all ages to explore and investigate freely alongside her excellent teaching. She builds on and extends each child's knowledge and skills. All children make excellent progress from their starting points.

Children's behaviour is exemplary and they all show extremely positive attitudes towards their learning. The childminder recognises that children's communication skills underpin all aspects of their learning. For instance, when helping children to manage their emotions and feelings appropriately. She encourages children to express how they are feeling and to resolve any minor disagreements that may occur. The childminder offers an abundance of consistent praise. Children recognise how being praised makes them feel and as a result, they congratulate each other for their successes. This contributes to the calm and purposeful learning environment.

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

- The childminder places children and their families at the heart of everything she does. She gathers extensive information about children when they first start to attend. This is skilfully used to help ensure that children settle very quickly and are ready and eager to learn. The childminder gives careful consideration to the key skills she wants children to learn. For example, children practise mastering the important physical skills needed to enable them to eventually use scissors effectively. This approach contributes significantly to children's excellent progress.
- The childminder precisely monitors the progress that each child makes. She quickly identifies when children may need additional support. The childminder swiftly seeks the advice and support of other professionals, if needed. She

targets her own professional development to enhance and refine her skills in support of the children she cares for. For example, recent training in the support of specific communication and language needs is effectively used to rapidly accelerate the progress of children who require extra help.

- The childminder enthusiastically joins in children's play. She is always on hand to enhance children's interests and learning. The childminder talks to children about what they are doing. Conversations are an opportunity to model and introduce new words. For example, as children describe a strawberry, the childminder introduces the word 'stalk'. She encourages children to use the new word within the context of a sentence. Furthermore, the childminder uses thought-provoking questions that encourage children to talk about and apply their current understanding. This contributes to children's excellent communication skills.
- Children develop a real love of books. They freely choose from an extensive range of books and sit and share them with each other and the childminder. They confidently turn the pages, describe what they can see in the pictures and eagerly discuss the sequence of events. Children talk about favourite characters, such as 'batman' and retell stories they remember, using different voices to represent the characters. This helps to develop a thirst for reading.
- The childminder is especially talented at helping children learn about themselves, their families and their community in an age-appropriate and sensitive way. Children enjoy plenty of opportunities they otherwise may not experience. For example, trips to museums, local groups and places of interest are used effectively to teach children about the similarities and differences between themselves and others. As a result, children are learning about the wider world and how to respect and value each other.
- Parents are incredibly positive about the childminder. They talk about the 'love, time, attention and patience' the childminder gives children and how much they value her expert knowledge. The childminder goes above and beyond to work with families to gain an insight into children's lives. For example, she attends appointments parents may have with other professionals in order to offer her support. Furthermore, the childminder empowers parents to understand how their children learn and develop, so that they may contribute effectively to their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her responsibility to protect children from harm. She is alert to signs which may suggest that a child's welfare is at risk. The childminder knows what to do should she need to refer concerns to the relevant agencies. She attends regular training to help ensure her knowledge remains up to date. The childminder conducts regular risk assessment checks of her home. Furthermore, she effectively supports children to be mindful of their own safety. For example, she encourages them to remember the best way to hold a piece of fruit while cutting it, to protect their fingers.

Setting details

Unique reference number	308040
Local authority	Lancashire
Inspection number	10305332
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	3 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	19 February 2018

Information about this early years setting

The childminder registered in 1992 and lives in Accrington, Lancashire. The childminder holds a relevant early years qualification at level 3. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Farrington

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 carried out a joint observation of children's learning with the childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The childminder and the inspector discussed the childminder's intentions for her curriculum.
- The inspector spoke with parents and took account of the written feedback parents provided.

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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