

Childminder report

Inspection date: 10 February 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

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are engrossed in their learning. They seek out opportunities to learn and deepen their understanding. For example, children return to their favourite puzzles and games and sustain their engagement for extended periods of time. They challenge themselves by persevering with complex tasks, such as connecting and constructing a network of runs for a ball to move down. Their positive attitude towards learning enables them to develop their independence and behaviour is excellent. Children understand that the childminder has extremely high standards of them. They are spurred on and highly motivated by the childminder's praise and encouragement. As a result, children thrive and are extremely well prepared for the next steps in their learning.

Children feel listened to by the childminder, who is highly responsive to their needs. They know that support is on hand should they need it, and this helps them to feel safe and confident. Children demonstrate increasing levels of respect for their friends as they share and take turns. This enables them to develop relationships that promote their own and others' learning. This has been extremely effective in helping to improve children's social and emotional development, which was most affected during the COVID-19 pandemic. Parents are supported to play an active role in their children's learning and share in their achievements.

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

- The inspirational childminder has developed a highly effective programme to help secure her professional development. She is committed and highly motivated to deepen her knowledge and understanding of how to support children's learning and development. This has allowed her to plan an ambitious curriculum and develop exceptionally high standards for all children.
- The childminder is relentless in her pursuit to ensure that she consistently reflects and improves upon all aspects of her provision and practice. This has enabled her to develop an inspirational vision for providing high-quality education for all children. This vision is successfully contributed towards and shared with parents. As a result, all children have access to equal opportunity to learn and thrive to their fullest potential.
- The childminder expertly promotes a love of books. Children request their favourite stories. They enjoy reading the book 'Room on the Broom', while cherishing warm embraces with the childminder. Children recount storylines and repeat the ending to familiar phrases with expression. As a result, children are learning essential skills necessary to support their early literacy development.
- The childminder knowledgeably supports children's reading and writing skills. Children concentrate while using pencils to make controlled and purposeful marks on paper. This enables them to develop the small muscles in their hands

and their hand-to-eye coordination. They are beginning to understand that marks convey meaning. For example, they recognise their names when written down. As a result, children develop increasing levels of focus and are prepared exceptionally well for starting school.

- The childminder skilfully supports children's reasoning and problem-solving skills. She captures their curiosity through investigation and discovery. For example, the childminder mixes the pieces to different jigsaws. Children use their logic to identify which pieces belong together by sorting to size, shape and pattern. Children's thinking is further challenged when identifying which piece is missing. As a result, children are developing concepts that are essential to their mathematical development.
- The childminder has developed a rigorous approach to monitoring children's progress. This allows her to assess children's needs and identify where children may need help at the earliest opportunity. She works with a range of agencies and professionals where appropriate and implements highly successful support strategies. As a result, all children receive the opportunities necessary to reach their full potential from the outset, including pupils with special educational needs and/or disabilities.
- The childminder clearly models a range of language, continually exposing children to a wide range of vocabulary. Children rapidly learn new words and use them confidently and correctly. For example, children tell the inspector that they had a satsuma at breakfast. As a result, children are progressing with their language and communication skills.
- The childminder supports children to persevere and practise various physical skills. For example, she cheers children on as they try hard and balance on stilts by themselves. This allows children to safely take risks in their play, and they are beginning to understand the effect of exercise on their bodies. They know that they need energy from food and enjoy a range of fruit and vegetables to help them stay healthy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant and proactive in ensuring that children are protected from harm. She knows children extremely well and is astute to any changes that may be a cause for concern. She is confident of the action to take should she be concerned about a child's welfare, including when to refer to statutory children's services. She demonstrates knowledge of the timely and appropriate action to take if concerned about the behaviour of adults working with children. The childminder attends training to ensure that she remains skilled and knowledgeable in safeguarding all children.

Setting details

Unique reference number	308082
Local authority	Lancashire
Inspection number	10263109
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 15
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 April 2017

Information about this early years setting

The childminder was registered in 1995 and lives in Nelson, Lancashire. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate early years qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lyndsey Murray

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation of children completing various activities.
- Parents shared their views of the setting with the inspector, who took account of their feedback.

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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