

Childminder report

Inspection date: 20 June 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

Children are very happy and have great fun at this caring childminder's inclusive home. They settle quickly into their play and demonstrate high levels of engagement. Children feel comfortable and relaxed as they initiate thought-provoking discussions with the childminder. She listens attentively and responds consistently with genuine interest and enthusiasm. Children confidently self-select from a wide range of activities and resources on offer. They bring their own knowledge into their play as they create their own treasure maps and comment, 'I'm off to find my treasure.' The childminder extends children's play as she asks, 'What will you need to find your treasure?' The childminder introduces new words as children 'dig' and 'explore' for their treasure.

Children play well together and learn to negotiate the use of toys and equipment. They respond positively to the childminder's high expectations. They benefit greatly from opportunities to do things for themselves, such as taking off their coats, putting on their clothes and using the bathroom independently. Children behave very well. They are continuously engaged in enjoyable activities. Children thrive on praise and show high levels of self-esteem and confidence. This ensures that they are ready and well prepared for their eventual move on to nursery or school.

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

- The childminder plans interesting activities for children. Before children start, the childminder gathers first-hand information from parents and from staff at any other settings children may also attend. This information enables the childminder to plan activities effectively to support children's next steps in learning. Children make very good progress in their learning and development.
- The childminder uses her curriculum to support children's individual needs. She plans activities to ensure that they are inclusive for the different ages and abilities of the children in her care. As an impact of the COVID-19 pandemic, the childminder continues to support children to develop their social skills by encouraging them to engage in play with their peers. This helps children to develop a secure sense of themselves.
- Children's behaviour is good. The childminder has clear expectations for their behaviour. She is a very good role model, who encourages children to share, be kind to others and use good manners. Children enjoy the childminder's company. She engages children well through her consistent approach and loving interactions. This helps children to develop good levels of emotional well-being.
- The childminder helps to develop children's communication and language skills. She speaks clearly and makes eye contact with children to ensure that they are listening. The childminder repeats young children's words so that they can hear them pronounced correctly. For instance, when children say 'loo car', the

childminder says, 'Yes, it's a blue car.' However, the childminder asks some questions that only require yes or no answers. As a result, children are not extending their communication and language skills even further.

- The childminder is committed to the continuous improvement of her provision. She regularly accesses relevant and topical training to help to ensure that she is meeting children's individual needs. The childminder also maintains mandatory qualifications, such as paediatric first aid. This helps to support her in providing the best possible outcomes for children.
- The childminder helps children to learn about healthy lifestyles. She ensures that children drink regularly, and she enthusiastically joins in as children dance to their favourite action songs. Children develop an understanding of the effects of exercise on their bodies, as they become warm after dancing.
- Parents speak highly of the childminder. They comment that their children are happy with the service she provides. The childminder keeps parents well informed of their children's progress during their time in her care. This successful two-way communication between parents and the childminder enables parents to continue their children's learning at home.
- The childminder regularly takes children out into the local community. They visit the local petting farm, gardens and playgroups. These experiences help children to learn about their local community and to meet with larger groups of children to help to develop their confidence and social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she is up to date with safeguarding training, including paediatric first aid. She has a clear understanding of keeping accurate records, making timely referrals where necessary and working with other agencies to ensure that children get the help they need. The childminder demonstrates that she is able to identify children who may be at risk of abuse or neglect. She implements effective risk assessments to ensure that children can play safely indoors and outdoors. The childminder understands the action to take if an allegation is made against her or a family member.

What does the setting need to do to improve?

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

- develop questioning to encourage children to give more-extended responses to questions to help develop their speaking skills.

Setting details

Unique reference number	308217
Local authority	Lancashire
Inspection number	10289029
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 November 2017

Information about this early years setting

The childminder registered in 1994 and lives in Ormskirk, Lancashire. She operates during term time from 7.45am to 5pm, Monday to Friday. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Jason Holmes

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 viewed the areas of the childminder's home that are used for childminding and discussed how the childminder implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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