

Childminder report

Inspection date: 16 October 2024

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

The childminder demonstrates a genuine enjoyment of her role. Children are happy and settled in her care. The childminder provides an ambitious curriculum that prepares children for their next stage of learning, such as starting school. The childminder spends time getting to know children, their interests and any special events they have coming up in their home life. She uses this information to support children's further learning. All children make good progress in their learning and development.

Children are thoroughly engaged in their play and learning. The childminder supports children's imaginative play. She joins in when invited by children to play the role of the 'sister'. Children show excitement as they make pretend bottles of milk and give them to the childminder to feed the babies. Children are developing strong imaginations. The childminder is a good role model. She demonstrates kindness to the children. For example, when a child spills resources on the floor, she offers to help clean it up. The childminder has high expectations for children's behaviour. She encourages children to look after the resources and environments. Children help to tidy up after an activity or before they move on to a new area. The childminder models the use of 'please' and 'thank you' to help children learn polite manners.

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

- The childminder gathers information about children's starting points and ongoing learning with parents. Alongside her own observations and assessments, she uses this information to plan children's learning. The childminder implements her curriculum through a variety of child-led play and planned learning experiences. All children make good progress.
- The curriculum for mathematics is good. The childminder introduces mathematics language such as 'big' and 'small' during play. When filling and emptying containers, children can identify 'full' and 'empty'. Children's early understanding of mathematics is developing well.
- The childminder promotes children's developing independence skills well. Children wash and dry their hands before handling food and help to prepare their snack. Through discussions with the childminder, children gain an understanding of the importance of oral health. Children know how to keep their teeth healthy and know some foods contain sugar which is not good for teeth.
- Children demonstrate a good understanding of the rules and boundaries set by the childminder. For example, they know not to run indoors. The childminder understands the importance of supporting children to manage their own conflicts where appropriate. As a result, children behave well.
- Overall, the childminder supports children's communication and language skills

well. Children enjoy opportunities to sing and read stories with the childminder. The childminder uses every opportunity to talk to children and introduce new language. However, the childminder is not consistent in modelling back the correct language to children. This impacts on the children learning the correct pronunciation for some words.

- Opportunities for children to develop their physical skills are plentiful. Children access a range of resources such as bikes, balls and scooters in the garden. In addition, the childminder regularly takes the children to the local parks to access climbing equipment. These experiences support children to develop their large muscles.
- The childminder forms trusted relationships with parents. She provides them with access to a range of information, such as their children's progress and next steps in learning. Parents welcome the regular updates on what their children have been learning and any care routines. This information helps parents to further support children's learning at home.
- Regular evaluation helps the childminder to highlight any training needs. She keeps her knowledge up to date, seeks advice from other professionals and discusses good practice with other childminders. This helps to maintain a good standard of care and learning for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support children to hear the correct pronunciation of words in order to enhance their communication and language skills further.

Setting details

Unique reference number	308257
Local authority	Lancashire
Inspection number	10355279
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	4
Date of previous inspection	23 November 2018

Information about this early years setting

The childminder registered in 1995 and is located in Oswaldtwistle, Accrington. She holds a relevant qualification at level 3. The childminder operates from 7am to 5pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- The inspector held a discussion with the childminder in relation to the leadership and management of the setting.
- The inspector took account of parents' views from their written feedback.
- The inspector observed interactions between the childminder and the children.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder and inspector carried out a joint observation together.

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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