

Childminder report

Inspection date: 20 September 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 settled and happy in this cosy home-from-home setting. They receive care and attention from an experienced childminder who knows them well. Children benefit from lots of opportunities to practise their developing skills. For example, young babies practise cruising along the low-level furniture in preparation for walking. They play musical instruments and listen to familiar stories, songs and rhymes and join in the actions. Children have many opportunities to learn and use mathematical language through practical activities. For example, older children make pizzas and join in with baking where they practise weighing and measuring.

The childminder has high expectations for children's behaviour. Children learn good values and respect for others. They learn how to use a knife and fork at mealtimes and how to independently serve and clear up after themselves. Children learn to be polite and respectful of other people and always use their manners when asking for things. They celebrate events that are important to them, such as birthdays and Christmas. Children also learn about festivals and celebrations that are important to other people in the community, such as Chinese New Year, Diwali and Eid. They visit local playgroups to enable them to meet other children and develop their social skills.

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

- The childminder implements a curriculum which follows the interests of the children in her care. She has a good knowledge of child development, which, along with her observations, helps her to identify the next steps in children's learning. The childminder uses this knowledge to effortlessly plan learning opportunities which engage the children and keep their interest for a significant length of time.
- The childminder interacts well with the children. She interprets babies non-verbal cues and gestures, which enables her to meet their needs and wants effectively. The childminder narrates children's play, teaching new vocabulary and giving meaning to words. She introduces older children to sounds, rhymes and stories. This helps to prepare them for early reading as they move on to the next stage in their learning.
- The childminder develops secure emotional attachments with the children in her care. She works closely with parents during the initial settling-in process to ensure that she knows the children well and they feel comfortable with her. The childminder celebrates when children achieve something new. In turn, they look to her when they repeat the action, anticipating the same response. This helps children to develop positive emotional well-being.
- The childminder implements effective routines and boundaries to ensure that children know what is expected of them. Children learn the rules of the setting

and know they have to share the resources and equipment and be kind to each other. The childminder instils values of respect and politeness and teaches children what behaviour is acceptable. This helps the children to develop an sense of right and wrong.

- The childminder regularly takes the children outdoors to explore the environment. At home, they engage in outdoor play in the garden where they can investigate and explore plants, trees and wildlife. The childminder takes children to visit the local park to feed the ducks and observe and discuss the changes in seasons. This provides children with the opportunity to learn about the world around them and explore nature and local habitats.
- The childminder has formed good relationships with parents. She gives a daily handover explaining children's care routines and updating on any necessary information. Parents are happy with the care and learning the childminder provides. However, she has not found an effective way to engage with parents to provide them with information on what their child is learning or how they can further support that learning at home.
- The childminder regularly attends mandatory training. She seeks additional advice and training from a local support network to further improve her practice. The childminder regularly reviews her practice to ensure that she is providing effective care and learning opportunities for the children. She seeks information or training on any areas she identifies for improvement. This helps her to continue to provide effective teaching and learning to ensure that children continue to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues. She has attended recent safeguarding training to keep her knowledge of signs and symptoms of abuse up to date and is aware of her responsibilities in keeping children safe. The childminder knows how to report concerns and who she needs to contact if she is worried about the safety of a child. She consistently checks the safety and security of the premises and activities to ensure that they are safe for the children, especially the young babies who are crawling and mouthing things. The childminder seeks information from parents about any allergies or food preferences before children start with her, to prevent cross-contamination.

What does the setting need to do to improve?

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

- strengthen partnerships with parents to enable a coordinated approach that encourages them to be fully involved in their child's learning.

Setting details

Unique reference number	308302
Local authority	Lancashire
Inspection number	10301475
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	24 January 2018

Information about this early years setting

The childminder registered in 1998 and lives in the Padiham area of Burnley. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Michelle Highcock

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 childminder discussed with the inspector how she organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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