

Childminder report

Inspection date:

12 July 2022

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

Children thrive and delight in learning with this outstanding childminder. From a young age, they learn that their voice is important. Children readily talk about what they want to do each day. They ask to set up a teddy bear's hospital and confidently tell the childminder what they need. She helps children plan how it will look and create beds from cardboard. Consequently, children are highly engaged in purposeful play. They look at books about the body with fascination. The childminder has high expectations for what children can learn. She teaches them about oxygenation and veins when they talk about the colour of blood.

Children enjoy visiting various groups with the childminder. They experience nature trails and sensory activities. The childminder thoughtfully chose smaller groups to help children gain confidence after periods of isolation during the COVID-19 pandemic. She has gradually added experiences that compliment what she offers. Children now enjoy singing and dancing at the local care home. They work with others to litter pick and sort recyclable materials.

Children's behaviour is exemplary. They are well-mannered, gentle and considerate. The childminder is an excellent role-model. She gently teaches children how to collaborate in their play. Older children follow her lead in listening carefully to younger children. Children show that they are happy and content as they share ideas and resources with each other. They confidently explore all the setting has to offer. Children move around safely as they pick fruits, watch the birds and peek over the fence to see what is in the pond. They show that they understand rules and boundaries as they talk about areas that are too steep for them.

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

- The childminder knows each child extremely well. She uses ongoing observations with her superb knowledge of child development to create a unique curriculum. The weekly activities she plans help individual children build on what they know and can do. All children make excellent progress from their individual starting points.
- Children develop their special interests and talents with the childminder. The childminder works with each child to further their abilities. For example, she teaches expression through dance. When children show special interest in wildlife, the childminder sets up observation stations. She helps children name birds and study the growth of tadpoles and caterpillars. Parents say that their children teach them what they have learned, using words like 'metamorphosis'.
- The teaching of language and literacy is a strength. The childminder exposes children to a wide range of vocabulary. She teaches them about reading and

writing for different purposes. For example, they help to put photographs of their adventures in to the correct order. They delight in the postman's arrival and look at letters on the envelopes. They learn that words have meaning and are extremely well-prepared for their next stage of learning.

- The childminder is highly reflective of her practice. She proactively sources training that will help her best meet the needs of children. For example, she learned how break speech into sounds to help children improve clarity. The dedicated childminder also seeks out experts in early education to gain greater understanding of how children learn. The childminder finds innovative ways of teaching, trying different approaches to find the most effective. As a result, children make excellent progress in all areas of development.
- The childminder works with parents and support services to remove barriers to learning. She provides the equipment needed to ensure all children can access activities. Children enjoy choosing outfits and wellington boots from the childminder's stock. They develop a positive sense of self as they pick styles and learn to manage different fastenings. Parents report noticing a huge difference in their children's confidence and self-sufficiency.
- Children experience diversity in communities outside of their own. They video call children at an African school and travel to larger cities. Children remember buying a stretchy dragon in China Town. They learn about different ways of life and begin to make comparisons.
- Parents cherish the relationship they have with the childminder. They say she is a font of knowledge, offering support and guidance when needed. Parents feel involved in their child's education. They appreciate borrowing resources to help their children continue learning at home.
- The childminder has strong links with the local primary schools. She works with teachers to find the most useful way of sharing information about children's progress. This helps provide continuity when children move up to school. Furthermore, the childminder shares the knowledge she gains from her regular training to other childminders. They say she is an inspiration, whose guidance helps them improve their own practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding matters. She is alert to signs that might give her cause for concern about a child's welfare. The childminder is familiar with the correct procedures to follow to keep children safe from harm. In addition, she supports busy families by taking children to appointments and securing free dental care. Mandatory training is up to date, including paediatric first aid. The premises are safe and secure. The childminder pays great attention to detail in minimising risks. For example, she planted thornless varieties of fruit bushes so that children are protected from scratches.

Setting details

Unique reference number	308328
Local authority	Lancashire
Inspection number	10128966
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 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 September 2015

Information about this early years setting

The childminder registered in 1995. The childminder operates from 7.30am to 6pm, Monday to Friday, all year round. The provision is registered to provide overnight care. The childminder holds a level 3 qualification in childcare. The childminder provides funded education for two-,three, and four-year-old children.

Information about this inspection

Inspector

Susie Millward Sampson

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 her evaluation of the setting.
- The inspector had a learning walk of setting and discussed how the childminder organises and implements her curriculum.
- A joint observation of an activity was carried out by the inspector and the childminder.
- Parents and other professionals sent their views to the inspector in writing.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The quality of teaching during activities was assessed to consider the impact this has on children's learning.
- A sample of documentation was viewed by the inspector, including evidence of training, policies and the record of complaints and incidents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022