

Childminder report

Inspection date: 3 September 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 nurturing childminder creates a happy, safe and secure environment in which children settle quickly and feel confident. The childminder knows each child well. She gathers information about children from their parents regularly. This is used effectively to help to ensure that the unique needs of each child are met. The childminder has a good understanding of how children prefer to learn. She uses her knowledge of child development and children's interests to develop a well-sequenced curriculum. All children make good progress in their learning and development.

The childminder places great emphasis on children's development of good communication and social skills. She introduces children to an exciting range of stories that ignite their enthusiasm for reading. Children recall the plot of stories, such as 'Goldilocks and the Three Bears'. They share puppets and bear hats as they assume the roles of different characters. The childminder asks children questions to develop their thinking skills further. This effectively enhances children's speaking skills and understanding of language.

Children understand the rules of the setting and behave well. The childminder is clear and consistent in reminding children when some behaviours are not acceptable. She discusses the impact that their behaviour has on their friends. This helps to develop children's understanding of good behaviour.

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

- The childminder has high expectations for all children. She plans an exciting range of opportunities that support children's next steps in learning. However, on occasion the childminder attempts to implement too much during planned activities. As a result, children's attention wanders and they do not benefit fully from the learning opportunity.
- The childminder introduces mathematical language in children's play. She models the words of size, shape and colour. For example, the childminder asks children if they are mixing porridge in the 'large, medium' or 'small' bowl. Children confidently say they are using the 'large' bowl. Children count confidently. They count a variety of objects and are learning to recognise numbers as they play. Opportunities such as these help to extend children's mathematical skills.
- Children have many opportunities to socialise with other children. They develop good social skills. The childminder regularly meets with other childminders to give children opportunities to play and take turns in larger groups. This helps to build children's confidence in a range of different social situations.
- The childminder plans a wide range of trips and outings to enrich children's experiences. For example, children recall going to 'Penny Farm' and talk about

watching the horses exercise. They also remember how it felt to splash in puddles on the beach in February. Children are provided with experiences they otherwise may not have encountered. This helps to develop their understanding of the world around them.

- The childminder encourages children's independence, enabling them to help themselves to resources and begin to manage their own self-care. For instance, when children feel thirsty they know where their water bottle is kept and can access it independently. Children are encouraged to take responsibility for small tasks, such as tidying away toys and resources. The childminder praises the children's efforts. Children find this incredibly motivating. They are developing good independence skills in readiness for the next stage of their learning.
- Parents report how happy they are with the care that the childminder provides. They comment on how passionate and reliable she is. Parents value the suggestions that the childminder makes about things they may like to do at home to further extend their child's learning. The effective sharing of information helps to ensure a consistent approach to children's learning and development.
- The childminder meets with other local childminders to share ideas and discuss her practice. She has completed mandatory training, such as paediatric first aid and child protection training. However, the childminder's professional development plans are not yet fully embedded to help improve her knowledge and skills to a higher level.

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:

- take account of children's ability to remain focused when implementing activities so that they benefit fully from the learning experience
- target professional development opportunities to help to enhance professional knowledge and skills further.

Setting details

Unique reference number	308350
Local authority	Lancashire
Inspection number	10346947
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	4
Date of previous inspection	28 August 2018

Information about this early years setting

The childminder registered in 1995 and lives in Ribbleson. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Denise Farrington

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 childminder.
- The childminder and the inspector completed a learning walk together to understand how the early years setting and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact on children's learning.
- The childminder and the inspector jointly evaluated an activity during the inspection.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the childminder 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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