

Childminder report

Inspection date:

16 September 2024

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder makes children feel comfortable, safe, special and welcome in a home-from-home environment. They relate to her well as she talks to them on their level with a friendly and kind manner. The childminder provides access to many toys, resources and opportunities to go on exciting outings. This makes the children look forward to their day where they have fun and learn.

The childminder is effective in the way she incorporates children's learning into her curriculum. She takes into account their interests and needs. This makes each day different, which fills children with anticipation of what to expect. For example, the childminder uses the theme of 'colour' to widen children's learning about their world. A fun activity collecting bricks helps the youngest children to learn to hold and build them with skill. This helps them to develop the small muscles in their hands. The older children learn about colours and the childminder introduces early counting and exploring different sizes. The childminder expands the conversation about what happens when the bricks get stuck and they need to pull hard to separate them.

The childminder has high expectations for each child and gently cultivates their curiosity to learn. Children develop skills of playing and exploring and begin to think critically and seek answers to questions. The childminder skilfully supports children's good behaviour. For example, the childminder fully involves them when making choices. Children show they are polite and respectful to others.

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

- The childminder is loving and caring towards the children. They enjoy her cuddles, comfort and reassurance. She treats them with kindness and respect. This encourages children to behave well and show mutual affection for others.
- Children love to look at and start to read books with the childminder. She is particularly observant when toddlers select a book. She suggests they snuggle up and read it together. Children learn new words and extend their language while they repeat words and phrases.
- Exciting events, such as outings to local parks and adventure playgrounds, provide children with new and interesting experiences. The childminder travels with the children in and around her local community. She teaches children how to keep safe.
- The childminder's good working partnership with parents and other settings promotes continuity of care. Parents speak warmly of the support and high-quality care they and their children receive. These partnerships help to support a continuity of care for children.
- The childminder reflects well on what children can do and notes these

achievements in her assessments. Children make good progress in their learning. However, she does not share this learning with parents. She has not explored a wide enough range of ways she can work with parents to support children's learning at home.

- Children enjoy the freedom to make choices in their activities. During activities the childminder encourages children to take an active role to do things for themselves. This promotes their independence and development of their practical life skills.
- Good daily routines help children to learn about being healthy. Children enjoy regular exercise, wash hands before they eat and understand the need for rest times to help their bodies grow. Children enjoy nutritious meals that the childminder prepares, which helps them to consider healthy lifestyles.
- The childminder is very experienced in her childcare profession and constantly seeks to improve. She has taken many courses in childcare to aid her ongoing skills and knowledge. The childminder is aware of children's unique needs and targets her training to ensure she can support the needs of children in her care.

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:

- strengthen parentships with parents, in order to support children's learning at home.

Setting details

Unique reference number	308361
Local authority	Lancashire
Inspection number	10335770
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 June 2018

Information about this early years setting

The childminder registered in 1995 and lives in Oswaldtwistle. She operates all year round from 7.30am to 6.30pm Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for her curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector and the childminder completed a joint observation of an activity and discussed the outcomes for the children.
- The inspector considered the views of parents through discussions and written testimonials.
- The inspector discussed with the childminder how she evaluates her service and the changes she has made and further plans she has to improve her practice.
- The childminder's documentation was available to view, including training, qualifications and suitability checks.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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