

Childminder report

Inspection date: 8 August 2022

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 settle extremely well at the setting. They are greeted warmly by the childminder, who knows their needs well. Children quickly focus their attention on their favourite activities. They become deeply involved with the range of activities made available to them. They pursue their interests and sustain their focus. This helps children to explore and investigate as they use their play to find out more. For example, children enjoy playing with curiosity boards that contain a series of different locks that operate differently. As a result, children develop a positive disposition to their learning. Children are motivated to try their best but know that the childminder is on hand to provide help where needed. Children know that the childminder has high expectations and is proud of them. This is because the childminder provides them with lots of praise and encouragement.

Children enjoy a very calming environment where they play alongside their friends. Children's behaviour is very good as they share and are respectful to one another. This is because the childminder ensures that children's needs are met effectively and she consistently models good manners. Children are developing an understanding of what makes them unique and they are able to express their preferences and needs. As a result, children feel valued, safe and content. Parents describe the caring and nurturing bond that their children have developed with the childminder. They feel that the setting offers a 'home from home' for their children.

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

- The childminder regularly accesses training to help her build upon her practice. She reflects upon her learning and uses this to make changes in the setting. In addition, she constantly reflects upon and adapts her practice in the moment. As a result, the childminder continually improves her strategies and approach towards supporting children's learning.
- The childminder has an in-depth knowledge of each child's needs and interests. She skilfully uses this knowledge to select activities that captivate their imaginations and ignite their curiosity to learn. For example, children use a range of tools and methods to try and free the dinosaurs that are stuck in ice. As a result, children are highly engaged and make good progress in all areas of their learning and development.
- The childminder promotes a love of books. Younger children embrace the childminder warmly as she reads the book 'Tyrannosaurus Drip'. They use words such as 'herbivore' and 'omnivore'. As a result, children use language to develop their knowledge and understanding of the world. However, the childminder does not always repeat new words that children say and show interest in.
- The childminder uses language and imaginative resources to support children's understanding of size and quantity. For example, children are intrigued by how

big the water beads have grown and scoop them into their hands, predicting who has more. This enables children to grasp key concepts that are necessary in developing their mathematical skills.

- The childminder works with other professionals to support children with special educational needs and/or disabilities. She provides them with key information about children's development and acts upon advice they provide. For example, the childminder carries out activities provided by the speech and language therapist. As a result, all children make good progress in relation to their starting points.
- The childminder has developed strong and supportive links with parents. She provides them with updates on children's activities and experiences during the day. In addition, the childminder holds daily conversations with parents about children's development and what they are learning next. As a result, parents are able to share in their child's learning and achievements.
- The childminder takes children out on regular outings. They embark on adventurous walks in the outdoors where children are able to get their exercise. Children understand the effects of exercise on their bodies and acknowledge that they need to rest afterwards. As a result, children are developing positive attitudes towards the importance of living a healthy lifestyle.
- The childminder supports children to communicate their needs and preferences effectively. This helps to promote children's confidence and ability to be independent. Children are resilient and are able to do things for themselves, such as serve and chop their own snack. As a result, children are developing a sense of character that will help them adapt and settle well when they start school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the procedure to follow if she is concerned about the behaviour of an adult working with children. She is able to identify the signs and symptoms that may indicate possible signs of abuse and neglect. The childminder has demonstrated that she is able to respond to concerns about a child in a timely and appropriate way. The childminder carries out risk assessments to ensure the safety and security of the setting. She completes regular training to ensure that her safeguarding knowledge remains current.

What does the setting need to do to improve?

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

- repeat key vocabulary more often so that children are able to deepen their understanding of the words they use.

Setting details

Unique reference number	308452
Local authority	Lancashire
Inspection number	10070869
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	2 to 8
Total number of places	9
Number of children on roll	9
Date of previous inspection	22 April 2015

Information about this early years setting

The childminder registered in 1996 and lives in Great Harwood, Lancashire. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant level 3 qualification.

Information about this inspection

Inspector

Lyndsey Murray

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to the children to find out about their time at the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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