

Childminder report

Inspection date: 6 July 2023

Overall effectiveness	Good
------------------------------	-------------

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 caring childminder provides a homely environment for the children. They settle in quickly on arrival, as they feel safe and secure. Children behave very well. They take turns and share toys. They laugh and giggle as they play the 'egg and spoon' game in the garden. Children develop positive relationships. They also visit a local allotment each week. They learn how the fruit and vegetables grow when they water them. They also observe how tadpoles change into frogs in the pond. This supports children's understanding of the world around them.

The childminder supports children to extend and embed their learning. For example, when looking at books, children recall a visit to a local farm, where they met 'Florence' the pig. They talk as a group about this experience. This helps them to understand more about caring for animals. As they eat toast at snack time, they remember making their own bread. This leads to them talking about their favourite foods. They are becoming independent learners.

The childminder ensures that the curriculum supports children's individual needs very well. It is sequenced effectively to consider children's individual interests and development needs. For example, during a game, some children learn new key words as they look at picture cards, while other children are learning to take turns and follow the rules. These adjustments are seamlessly made so that children can learn and play together.

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

- Children's language development is well supported. The childminder models single words to younger children to help support new vocabulary. Older children learn more complex words, such as 'koala bear' and 'aubergine'. These are introduced as the children share books and talk about what they can see. As a result, children are becoming confident communicators.
- Children have plentiful opportunities to do things for themselves. They put on their own wet suits and wellington boots at the allotment. They pour their own drinks and tidy away the toys ready for snack time. They are learning to become confident in their own abilities. This helps them to develop pride in their own achievements.
- Children are learning about healthy lifestyles. They talk about which healthy fruits and vegetables they like to eat. They wash their hands when they have been to the toilet and before they eat. Water is available for them throughout the day. However, at mealtimes, juice is offered as a choice for children. This undermines the childminder's teaching practice around healthy lifestyles.
- Children re-enact their favourite stories as they play outside. They tell the childminder the story of 'Little Red Riding Hood' as they play with a wolf puppet.

They recall that he has eaten grandma and find her inside his tummy. They regularly visit the local library, where they listen to stories and share books. This helps children to develop a lifelong love of reading.

- Mathematics is woven into the daily routine. For example, children count how many pieces of banana they have cut up at snack time. They discuss who has a full cup of water and who has an empty one. They talk about putting away the big toys first, and the small toys next, at tidy up time. Children are learning early mathematical concepts.
- Children are learning about life in modern Britain. They have visited a mosque and learned all about Eid. Celebrations such as the King's Coronation are also part of the curriculum. The childminder is a positive role model. She uses discussion and role-play activities to teach children how to value and celebrate people's differences.
- The childminder reflects on her own practice. She sends out evaluation forms to gain parents' views of the setting. Parents feel involved in their children's learning. They praise the childminder, saying their children would not be doing so well if not for her support. They say their children are 'safe and loved', and because of this, they learn at a much quicker pace.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding. She knows the signs and symptoms of abuse and who to contact if she has a concern about a child. She attends relevant training to ensure her knowledge of safeguarding is up to date. The setting is safe and secure. Safety gates are in place so that children cannot access areas that may pose a risk. Risk assessments are completed on a regular basis. Any risks identified are swiftly removed. As a result, children are kept safe.

What does the setting need to do to improve?

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

- review current practice to ensure there is a consistent approach to supporting healthy lifestyles.

Setting details

Unique reference number	308454
Local authority	Lancashire
Inspection number	10288805
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	1 November 2017

Information about this early years setting

The childminder registered in 1999. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3.

Information about this inspection

Inspector

Sharon Walton

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of observation being provided , indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector considered the views of parents as part of the inspection.

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 2023