

Childminder report

Inspection date: 9 October 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

Children enjoy spending time with the friendly and caring childminder. The childminder creates positive bonds with children. She gathers important information from parents about children's routines at home. The childminder uses these details and family photographs to support children to settle with ease. She provides children with plenty of cuddles when they seek reassurance. This helps children feel safe and secure. The childminder is a positive role model and she has high expectations of children. For instance, she reminds children to use good manners. The childminder teaches children about different emotions as they share books together. She encourages children to discuss how they are feeling and what they can do when they are feeling sad. This helps children learn how to regulate their own emotions.

The childminder creates an ambitious curriculum. She plans activities that interest children. For example, children show impressive listening and attention skills as they make their own play dough. They follow the childminder's instructions as they measure out scoops of flour and add them into the bowl. Children make good progress from their starting points.

The childminder takes children on a variety of outings. For example, they go to local parks, farms, to the zoo and on woodland walks. Children have opportunities to mix with larger groups of children when they go to play groups.

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

- The childminder knows children well. She has a firm understanding of where children are up to in their development. The childminder plans appropriate next steps in children's learning. She recognises when children are feeling tired or hungry and responds appropriately. This ensures children's needs are met.
- The curriculum for communication and language is implemented well. The childminder holds purposeful discussions and promotes back-and-forth conversations. She encourages children to help act out stories with puppets as she reads to them. This helps to develop children's language development.
- The curriculum for physical development is implemented well. Children have opportunities to be physically active on their daily outings. They practice their climbing and balancing skills while they visit local parks. This helps to develop children's larger muscle movements.
- Children learn about the growth of plants. They help to plant and look after the vegetables in the childminder's garden. Children watch the changes to the tomatoes as they grow outside and learn the names of the flowers. These opportunities help children learn about the life cycle of plants.
- The childminder promotes healthy lifestyles well. She teaches children about

foods that are good for their bodies and provides children with a healthy and nutritious diet. The childminder teaches children about good oral hygiene. For instance, children practise using toothbrushes as they brush models of teeth. This helps to develop healthy life choices.

- The childminder evaluates her own provision well. She recognises strengths and areas she would like to develop. The childminder gains parental and children's views to help inform her self evaluation. She keeps her mandatory training up to date and accesses professional development courses. This helps to keep the childminder's knowledge and skills refreshed.
- The childminder provides children with opportunities to learn about other religious celebrations. She encourages children to try foods from other countries. However, the childminder has not fully considered ways for children to compare their ways of life to those of others to help prepare them for life in Modern Britain.
- Parent partnerships are strong. Parents praise the childminder for the interesting trips she takes children on. The childminder keeps parents updated about children's learning. She works collaboratively with parents to help children meet the next steps in their development. This helps to provide continuity in children's care and learning.
- The childminder provides children with clear expectations. Children listen to the childminder's instructions and follow them well. They show perseverance as they try to roll the dough out by themselves. Children show a sense of pride in the tasks they complete by themselves, such as washing their hands and taking their shoes off independently. These opportunities help children gain positive attitudes to learning.

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 opportunities to raise children's awareness of the similarities and differences between their way of life and those of others.

Setting details

Unique reference number	308504
Local authority	Lancashire
Inspection number	10359808
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	3 December 2018

Information about this early years setting

The childminder registered in 1996 and lives in Wesham. She operates all year round from 8am until 5pm, Monday to Thursday, except bank holidays and family holidays. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder shared a range of documentation with the inspector, such as evidence of the childminder's continued professional development and paediatric first-aid qualification.
- The childminder and the inspector had discussions at appropriate times during the inspection.
- Parents shared their views of the setting through written communication. The inspector took account of their written feedback.
- Children spoke to, or communicated with, the inspector during the visit.
- The childminder and the inspector carried out a joint observation.

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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