

Childminder report

Inspection date: 31 March 2023

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 childminder has created a 'home-from-home' setting, where children demonstrate that they are happy and settled. Children excitedly run to the inspector to introduce themselves and show her the special items they have brought from home. The childminder places the needs of children at the centre of her practice. She understands children's individual characters and carefully adapts the curriculum to support them to acquire new skills. The childminder is a positive role model and children have built warm relationships with her. They enjoy involving her in their play. For example, they dance around together with chiffon scarves, pretending to fly like butterflies.

Children listen carefully to the childminder and enjoy being given responsibility for small tasks. For example, they willingly help to tidy resources away before going outside to play. Children are caring towards one another. They share resources and independently go to comfort a younger child who is momentarily upset. The childminder has a clear idea of the skills she would like children to achieve before they start school and plans activities that support them to develop these. Children enjoy taking part in activities, are involved in play and make good progress.

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

- The childminder has a clear intent for the curriculum and plans activities based around children's interests so that they are engaged in learning. For example, she uses a card-matching game and introduces mathematical concepts such as colour, shape and size. She regularly assesses children's development and gives them time to revisit learning. This helps children to build on their skills.
- Children make their needs known and ask for certain resources in their play. They giggle with delight as they request to play with dough. The childminder presents pots of dough and a range of tools for children to use. However, as they play, she offers constant instruction and over-directs them. This does not allow time for children to investigate and explore independently.
- Overall, the childminder supports children's communication and language skills well. She reads to children, encourages lots of singing and provides a running commentary. However, at times, she does not always pronounce words correctly and abbreviates words. For example, she uses words such as 'nanna' and 'doggy'. This does not help children to hear the correct language to use in their communication.
- Children's care needs and well-being are carefully considered. The childminder encourages children to bring toys from home to help them settle and uses items from home, such as a special potty, to help children acquire the skill of using the bathroom. This helps children to develop a sense of themselves and feel secure.
- Parents and carers are very complimentary about the care their children receive.

They comment that the childminder supports children's development, shares ideas on how they can support home learning and keeps them up to date with their child's progress. These partnerships help to promote a consistency of care for children.

- The childminder works with other professionals well. For example, she takes children to the local school productions so that they become familiar with the school environment. This helps them to settle when they transition to school. She shares development information with other professionals, such as speech and language professionals. These partnerships help children to receive the support they need.
- Children enjoy lots of outings. For example, they have picnics at the local beach, enjoy climbing at the soft-play centre and take walks in local parkland. Children explore special days throughout the year, involving days from different cultures and special events. They have recently enjoyed dressing up for World Book Day. These opportunities help children to gain an understanding of the wider world.
- The childminder keeps her professional development up to date. She attends mandatory training and accesses a childminders' group where she shares good practice with other professionals. She has recently attended training on supporting children with eating. These targeted training opportunities mean that her knowledge develops to support the children she is currently caring for.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training to refresh her knowledge. She is able to confidently discuss the procedures she would follow if she had concerns about a child's welfare or a child made a disclosure. The childminder carries out daily risk assessments of the environment to help make things safe for children. For example, she keeps the family dogs in the kitchen when younger children are present so that children can gain confidence when walking. She encourages children to be careful when climbing the slide in wet weather. This helps children to be aware of their own personal safety.

What does the setting need to do to improve?

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

- allow children time to explore resources independently so they can build on their skills and strengthen their learning
- review the ways that language is promoted and ensure that vocabulary is modelled correctly, in order to support children make the best possible progress in their language development.

Setting details

Unique reference number	308562
Local authority	Lancashire
Inspection number	10264227
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 June 2017

Information about this early years setting

The childminder registered in 1997 and lives in Thornton-Cleveleys in Lancashire. She operates from 7.45am until 5.30pm, Monday to Friday, term time only. The childminder holds a childcare qualification at level 3. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Elisia Lee

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 provision.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while in the care of the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views through written comments and telephone calls.
- 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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