

Childminder report

Inspection date:

25 February 2020

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 experienced and committed childminder has high expectations for every child in her care. She regularly monitors the progress that children make. For instance, she observes children's play and records their achievements across the different areas of learning. She knows the children well and builds on their interests to provide activities to support their next steps.

Children form strong emotional bonds with the caring and nurturing childminder. She provides a warm, welcoming and homely environment. Children demonstrate that they feel safe and happy. They are confident in their surroundings and play well together. Children settle in quickly. They are well behaved and demonstrate positive attitudes towards their learning. Children learn to be considerate towards each other and share and take turns in their play.

Children enjoy themselves. They listen to the childminder's instructions and follow her lead. For example, children explore and investigate modelling dough. They learn how to mould it into shapes using tools, such as rollers and shape cutters. The childminder introduces associated words, for example 'star', and uses this link to sing related songs. Children's imagination and mathematical understanding is supported. For instance, as children create a birthday cake, the childminder encourages them to count the candles. Children's small muscles and early problem-solving skills are developing well. For example, young children complete simple puzzles. They quickly learn how to manipulate the pieces so that they fit.

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

- Partnerships with parents and other early years settings are strong. There are effective systems in place to ensure that they regularly share information. This helps to build a bigger picture of children's abilities and provides continuity in children's learning. The childminder provides parents with information and advice, such as copies of the 'what to expect when' document. This information helps them better understand children's progress, and guides them to further support children's learning at home. Parents and children say that the childminder is 'amazing' and she is 'simply the best'.
- The childminder helps to support children to lead healthy lifestyles. She provides nutritious home-cooked meals and exciting opportunities for children to be physically active. For example, the childminder takes children into the community to learn about the world where they live. They visit local parks, social groups and attend physical play and singing sessions. The childminder organises the indoor environment effectively to ensure that children access a wide selection of toys and resources. This helps children to make independent choices and decisions about what they play with.

- Children develop good social skills and play well together. The childminder reminds them of her behavioural expectations. For instance, she gently requests that children do not take toys from other children and asks them to return them. The childminder helps children to understand why some behaviour is unacceptable. This helps them to fully understand the impact of their behaviour on other children's feelings.
- The childminder reviews her practice and the service she provides. She asks parents and children for their thoughts and views. She reflects on these when evaluating her provision. The childminder attends mandatory training programmes and keeps up to date with changes in legislation. However, she has not established a highly effective programme of continuous professional development to help continue to raise her practice to an even higher level.
- The childminder promotes children's communication and language development. She skilfully extends their vocabulary by introducing new words as they read books and sing songs. She builds on children's interests further as they manipulate dough and use tools to make marks. Children learn about numbers, colours and shapes as they complete jigsaws and make pretend cakes. The childminder introduces mathematical language, such as 'big and small' and asks children questions to challenge their understanding. However, occasionally, she does not give children the time they need to respond to these questions and help them to extend their thinking skills even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge about how to protect children from abuse and harm. She knows how to identify and deal with any concern about a child's welfare or safety. The childminder is aware of the procedures to follow regarding wider safeguarding issues, including the 'Prevent' duty guidance. She understands her responsibilities to report any safeguarding concerns to appropriate professionals. This includes the procedure to follow if an allegation is made against her or a member of her household. The childminder completes regular risk assessments to ensure that the environment is safe for children. For example, she ensures that the front door is always locked after entry and that she checks the identification of all visitors.

What does the setting need to do to improve?

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

- strengthen the continuous professional development programme in order to continue to raise practice to an even higher level
- provide children with the time that they need to think, respond and talk through their own thoughts and ideas.

Setting details

Unique reference number	308565
Local authority	Lancashire
Inspection number	10106239
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	13
Date of previous inspection	31 March 2015

Information about this early years setting

The childminder registered in 1997 and lives in Accrington, Lancashire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carys Millican

Inspection activities

- All areas of the childminder's home used for childminding were viewed by the inspector, who also looked at the resources available for children. The childminder talked about the different activities she provides to support children's learning and development.
- The inspector observed the childminder's teaching and assessed the impact on the children's learning and development.
- Written feedback from parents was viewed and taken into account.
- The inspector looked at a range of documents, including evidence of suitability checks carried out on people living in the childminder's home.
- The inspector spoke to, and played alongside, children and the childminder.

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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