

Childminder report

Inspection date: 24 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have strong attachments with the kind and caring childminder. They show that they are happy and feel safe and secure in her home as they regularly approach her for cuddles. Children sit on the childminder's knee and hold her hands and she responds by singing songs. Children smile as the childminder sings 'row, row, row your boat' and they show great anticipation and scream at the end of the song in excitement. Children are extremely valued and nurtured.

Children confidently move around the well-resourced environment and follow the routines independently. Younger children happily come and lie down when the childminder shows them the changing mat. Children have a positive attitude to their learning and eagerly join in. They show kindness and develop their imagination as they pretend to brush the teeth of the baby doll. The childminder enthusiastically joins in with their play and makes suggestions, such as drying the doll's hair, to extend their ideas. Relationships are respectful and responsive.

Children make good progress with their learning. As children start attending, the childminder collects information from parents to assess their starting points. She also uses her own observations to plan what they need to do next. The childminder regularly assesses the progress that children make with their development. The childminder has high expectations for all children.

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

- Children benefit from learning experiences that link to their interests. When children show an interest in animals, they are provided with many opportunities to visit the local parks to feed the ducks. They look for birds in the garden with binoculars and learn the names of new birds. The childminder regularly sings songs about animals and children join in with the words and actions. These experiences help to support children to make good progress with their social and communication skills.
- The childminder knows the children well. She confidently talks about children's individual personalities, interests and learning needs. Overall, the childminder provides a wide range of experiences that support children's next steps in their learning. However, on occasion, some activities do not support children to effectively build on their skills in the right order. For example, the childminder provides younger children with paint brushes and thin crayons before they have developed the small-muscle control needed to grasp these items. This does not consistently support children to build on their learning over time.
- Children learn to care about the environment. They experience opportunities to plant fruit and vegetables in the childminder's garden. Children know that they can pick the red strawberries which they then enjoy at snack time. Children

enjoy many opportunities to explore the natural world.

- The childminder provides many opportunities for children to learn about the world around them. She ensures children regularly go out in to the community where they meet up with other childminders and larger groups of children. The childminder ensures a wide range of resources are available to support children to develop positive attitudes towards similarities and differences between themselves and others.
- Children are supported to be independent. The childminder encourages them to put their own shoes on and to feed themselves. She gives children lots of praise and encouragement. When young children attempt to climb on to the bikes, they respond positively to the praise she provides. This helps children to gain the confidence needed to have another try, which they do enthusiastically.
- Parents are extremely positive about the childminder. They share that their children have gained in confidence since they have started attending. The children describe the childminder to their parents as 'loving' and 'kind'. Parents say that the childminder goes above and beyond to meet their children's needs and they feel well informed about their care and education.
- Partnership working is a particular strength of the childminder. She has good links with other settings that children attend and has established a two-way-flow of information with health visitors. This helps to support continuity for children's care and education.
- The childminder is highly experienced and demonstrates a genuine enjoyment in her work. She links closely with other childminders to share good practice and ensures she makes the most of training opportunities. The childminder is committed to offering quality provision and continues to enhance her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She knows the steps to take should she have any concerns about a child's safety or welfare. The childminder keeps her safeguarding training up to date to ensure that her knowledge is current. She ensures the areas used by children are safe and well maintained and carries out thorough risk assessments for any outings to minimise risks to children.

What does the setting need to do to improve?

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

- focus more precisely on ensuring activities consistently build on what children know and can do.

Setting details

Unique reference number	308612
Local authority	Lancashire
Inspection number	10234488
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	8 February 2017

Information about this early years setting

The childminder registered in 1998 and lives in Whitworth, Lancashire. She operates all year round, from 7.30am to 6pm, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Rebecca Weston

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector and the childminder completed a learning walk together to discuss the childminder's intentions for children's learning.
- Parents shared their written views of the childminder with the inspector.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation of a planned activity.
- 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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