

Childminder report

Inspection date: 20 March 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

Children are happy and settled in this warm and welcoming setting. They introduce themselves to the inspector and invite her to play. This helps to demonstrate that children feel a sense of security in the care of the childminder. They choose resources and initiate their own imaginative play, such as role play going to the shops. Children are immersed in play and enjoy inviting adults to join in with them. For example, they ask the childminder to join in as they teach her the dance moves they have learned in ballet class.

The childminder is a positive role model and has high expectations for children. She models good behaviour, offers lots of praise to children and is consistent when setting behaviour boundaries. As a result, children's behaviour is very good. Children listen carefully to the childminder and are considerate to one another. They take turns when playing games and share resources. The childminder is an experienced practitioner with a clear intent for the curriculum. She supports children to develop new skills, revisit prior learning and be ready for school. Children show that they are able to transfer their knowledge. For example, they talk to the inspector about the life cycle of a frog using the correct terminology of 'tadpole, froglet' and 'frog'. Children are confident communicators and make good progress.

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

- The childminder builds activities based on children's interests, which engage them in play and learning. Activities are carefully sequenced, so that children can build on their skills. Children enjoy painting a pond, making a three dimensional frog and using collage materials. They talk about what they can see and relate the experience to prior learning, such as when they went pond dipping. These opportunities engage children in learning and help them to make good progress.
- The childminder promotes children's communication and language skills well. She reads stories to children and offers lots of opportunities to sing songs throughout the day. Children enthusiastically sing a rhyme about frogs using soft toys. They giggle with delight as they take the toys away one by one from a wooden log. This helps to promote children's communication skills.
- The childminder supports all areas of learning in a fun and interactive way. For example, children play a board game with dice, which supports their understanding of counting and number. They look at catalogues from supermarkets to identify objects that begin with the same letter. This makes learning fun for children and supports them in their early mathematical and literacy skills.
- Children develop a knowledge of the natural world. They go on regular outings

in the environment, such as climbing trees in local woodland, searching for shells at the beach or bird watching in the countryside. Children learn about different festivals and special days from different cultures. This helps to give children a sense of the wider world.

- Children's independence skills are promoted well. They ask for help when they need it and make choices as they play. The childminder is vigilant in her care. For example, she prompts children to wash their hands before eating and blow their nose at appropriate times. This supports children to develop their self-care skills.
- Partnerships with parents are good. The childminder shares information about children's progress and gives ideas for activities in the home, which will support children's progress. Parents are positive about the care their children receive. However, partnerships with other providers who share the care of children are not yet in place. This impacts on the consistency of care that children receive.
- The childminder attends mandatory training and undertakes further reading to develop her knowledge. She meets regularly with another childminder to share ideas and good practice. She involves parents in her self evaluation and actively seeks their opinions. This is to help the provision develop and meet the needs of children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding procedures. She attends training to refresh her knowledge and is aware of what she would do if she had any safeguarding concerns. For example, if someone made an allegation against a family member or if she had concerns about a child's welfare at home. She undertakes daily risk assessments of the setting to ensure it is safe for children. She supports children to consider potential hazards. For example, she reminds children not to place toys on the fireguard and not to throw toys in the air. This helps children to understand about personal safety.

What does the setting need to do to improve?

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

- develop partnerships with other settings who share the care of children, in order to provide a consistency for children and optimise their learning.

Setting details

Unique reference number	308726
Local authority	Lancashire
Inspection number	10276721
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 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	31 July 2017

Information about this early years setting

The childminder registered in 1998 and lives in Warton, Carnforth. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- This was the first routine inspection the provider 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 and the inspector discussed the curriculum and the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoyed 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.
- 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.

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