

Childminder report

Inspection date:

25 September 2023

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 childminder welcomes children with cuddles as they arrive. Children are happy and enjoy their time at the childminding setting. They have formed lovely bonds with the childminder and her co-childminder. The children enjoy seeing the childminder's pet dogs and know how to behave around them. The childminder helps children to understand her expectations for positive behaviour. For example, children enjoy playing with their friends and know how to share and take turns. Children have good manners and use them without being prompted. The childminder praises the children and rewards them with stickers, which they eagerly place on their reward charts. This helps to build their self-esteem and confidence.

The childminder provides ample opportunities for children to play and learn outdoors. For example, they confidently handle scoops to fill containers when playing in the water. They also enjoy playing imaginatively with the dinosaurs in the sand. The childminder teaches children how to use the slide safely. They say, 'ready, steady, go' before sliding down it. Children are keen to talk about and show the tomatoes they have been growing. Additionally, the childminder takes children for walks in the local community, including the library where they enjoy story time. As a result, children are developing their understanding of the world and how to keep themselves safe.

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

- The childminder supports children's communication and language very well. She reads to children who listen attentively. Children request their favourite nursery rhymes and the childminder sings along with them. When talking to children, the childminder asks questions to encourage them to engage in conversations. Children are developing their listening and attention as well as their speaking skills.
- Parents say that the childminder is caring and nurturing and that their children enjoy their time at the setting. They are kept updated about their child's development, both electronically and verbally. Parents are encouraged to send updates about children's time away from the setting too. This helps to promote positive partnerships and consistency between home and the setting.
- The childminder's curriculum is built around children's interests and her knowledge of what each child knows and needs to learn next. However, occasionally the childminder does not enhance activities. Therefore, she does not always build on what the children already know and can do.
- Children's health is promoted well. The childminder provides them with healthy snacks and meals, and fresh water is available throughout the day. The childminder encourages children to wash their hands regularly and explains the

importance of this. Children benefit from daily fresh air and exercise outdoors. They enjoy going for walks in the local community. Children are learning about good hygiene practices and healthy lifestyles.

- The childminder helps children to become independent learners. Children freely select resources and use them confidently. They manage their personal care and ask for help when needed. At snack time, the childminder provides options for children. They choose which fruit they would like while sitting at the table for a drink. The childminder includes the children in decision-making throughout the day. For example, she asks them what they would like for lunch and they decide among themselves. Children's voices are heard, they feel valued and are developing positive attitudes to democracy.
- Children behave very well. They listen to the childminder and follow instructions, such as when they are asked to put on their coats to go outside. The childminder and her co-childminder are good role models for the children. This helps children to learn how to show mutual respect for others. They are kind and considerate and careful when using resources, showing that they understand the childminder's expectations.
- The childminder understands the importance of preparing children for school. She uses her links with local schools well and communicates to help children to have smooth transitions when the time comes. This provides consistency of care for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She knows the local procedures for reporting any concerns she may have, including allegations made against herself or her co-childminder. The childminder provides a safe and secure environment for the children to play in. She holds a paediatric first-aid qualification and has procedures in place for administering medication and for dealing with any accidents that may occur. The childminder has dedicated spaces for her pet dogs, so that children can play freely and safely.

What does the setting need to do to improve?

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

- improve the sequencing of the curriculum to continually enhance children's skills, and enable them to build on what they already know and can do.

Setting details

Unique reference number	308952
Local authority	Lancashire
Inspection number	10285375
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 October 2017

Information about this early years setting

The childminder registered in 2000 and lives in Grimsargh, Preston. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Kate Martin

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 provider and has taken that into account in their evaluation of the provider.
- The inspector and the childminder completed a tour of the setting to see where children play and sleep. She discussed the curriculum on offer.
- The childminder and the inspector discussed the intentions for children's learning, and the childminder explained how she will support children's learning and development.
- A joint evaluation of an activity was carried out with the childminder.
- The childminder explained to the inspector how she intends to meet the safeguarding and welfare requirements when looking after children.
- The written views of parents were considered by the inspector.
- The inspector viewed required documentation provided by 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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