

Childminder report

Inspection date: 10 January 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

Children settle well at this safe, secure and welcoming setting. They are eager to play as they choose from the many resources, which are labelled and easily accessible to them. Children carefully put jigsaw pieces in and out of an inset puzzle. The childminder joins their play and skilfully talks to children about the colours on the jigsaw pieces. This helps them to find colours that match, so they can complete the puzzle. Children shout 'same, same' in delight. The childminder wants children to learn and encourages their exploration. Children put a track together for cars, and spend time working out how to spin the turntable to move the cars round. They smile and clap their hands as the car spins. Children are becoming increasingly confident in their own abilities.

Children enjoy many trips out. The childminder takes them to the woods, where they collect leaves and pinecones. They visit the beach, where they collect shells and dig in the sand. Children develop large motor skills as they explore these natural environments. The childminder takes children to toddler groups where they meet up with other children. They make friends and learn social skills as they share toys and play together. Children know the daily routine. For example, at snack time, young children point to their bib and highchairs. They know to tidy away toys to make space for new activities and they follow adult requests well. Children are fully involved in activities and they display positive behaviour.

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

- The childminder knows the children well, which helps her to offer activities that are interesting and challenging. Children engage and concentrate well. They make good progress and enjoy learning.
- The childminder gives high priority to developing children's love of books. She makes good use of puppets to encourage children to engage with stories. Children snuggle up to the childminder to look at books together. They are developing the strong foundations needed to support future reading.
- Parents speak highly of the care that their children receive. They appreciate the childminder's flexibility in supporting both them and their children. They say that their children make good progress, especially with their speaking skills.
- The childminder provides many opportunities for the children to develop mathematical concepts. For example, children point to small wooden fish and count them, saying, 'one, two, three'. They put dough into piles and say 'more' as they add pieces onto the pile. Children are developing a secure understanding of number and quantity.
- The childminder continuously promotes self-care. She encourages young children to feed themselves using a spoon, and older children to put on their own coats and shoes. Children develop good levels of independence in readiness

for starting school.

- The childminder has completed mandatory training. However, she has not focused her professional development on the quality of education and teaching. Therefore, the curriculum is not as expertly planned or as ambitious as possible in order to help children to achieve the best possible outcomes.
- The childminder has a good knowledge of child development and identifies any additional needs well. She knows how to refer for support if needed. The childminder adapts her play and provision to support individual children. This helps them to make consistently good progress.
- The childminder positively promotes children's good health. She provides healthy meals, and talks to children about healthy foods that give them energy to play. However, the childminder does not consistently teach the children about good personal hygiene. For example, children are not reminded to wash their hands before eating. Children are not routinely learning about handwashing and the importance of good hygiene practices to help to prevent the spread of infection.
- The childminder supports language and communication well. During play, she regularly offers new and descriptive words. For example, she encouraged the children to 'squeeze', 'squish' and 'squash' the dough. She allows children time to repeat these words. Children acquire a wide vocabulary.
- Children have a secure and close relationship with the childminder. They eagerly run to show her items and spontaneously give her hugs. Children laugh with her as they pull toys from a story sack. Children's emotional well-being is positively supported.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility in keeping children safe from harm. She has a secure knowledge of the signs and symptoms of abuse and what to do should she have concerns about a child's welfare. She updates her safeguarding training regularly to help to ensure that her knowledge is current. The setting is safe and secure. Play areas are free from hazards and children are well supervised at all times. The childminder holds a current paediatric first-aid certificate, which helps her to respond safely in the event of an accident or medical emergency.

What does the setting need to do to improve?

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

- provide consistent opportunities for children to learn ways to keep themselves healthy, particularly in regard to handwashing and preventing the spread of infection
- use continual professional development to strengthen the curriculum and

provide highly effective teaching that helps children to achieve the best possible outcomes.

Setting details

Unique reference number	309058
Local authority	Lancashire
Inspection number	10264228
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 June 2017

Information about this early years setting

The childminder registered in 1999 and lives in Thornton-Cleveleys, Lancashire. She operates her childminding service all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant level 3 qualification. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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 setting.
- The childminder and the inspector had a learning walk together and discussed the childminder's intentions for children's learning.
- Parents shared some feedback about their views of the setting.
- The inspector observed an activity and evaluated this with the childminder.
- Children were observed at relevant times by the inspector, with attention on how effective the curriculum is for children's learning.

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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