

Childminder report

Inspection date: 21 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel happy and safe in the care of the childminder. They confidently interact with visitors, engaging them in their play and returning to the childminder for reassurance and cuddles. The childminder uses praise and encouragement to support young children to try things for themselves, such as removing the lid from a pot of play dough. This is helping to support some independence.

Children behave well for their age. The childminder observes them and supports their play. She uses positive reinforcements, such as 'we draw on the paper', to help children understand where to make marks with chalks and pencils. She praises children when they share their chalk or pencils with her. The childminder models this effectively, which helps children learn how to behave with others.

Children benefit from quality interactions with the childminder. They sit together as they explore play dough and tools. The childminder models how to squeeze, pat and roll the play dough. She uses the words as she demonstrates the actions. Children respond by copying these words and actions. This helps them to develop their fine-motor skills and vocabulary. Children easily access well-organised resources. This encourages them to make independent choices. Children are motivated to learn.

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

- Children make good progress in their communication and language. Young children are beginning to put two words together and imitate single words, such as 'roll' and 'pull'. The childminder sings rhymes to the children while they play with dressing-up hats. This helps children to connect their actions and words.
- In the main, children are supported to develop their personal skills. For example, they keep on trying to remove a lid from a jar of buttons. The childminder supports but allows children to persevere with the task by themselves. However, on occasion, the childminder does not encourage all children to attend to their own self-care needs, such as wiping their own noses. This means that some aspects of independence are not as well promoted as possible.
- The childminder provides many opportunities to promote children's physical development, including to practise using their hands. The childminder provides different tools to encourage fine-motor development. Children use 'pincer grips' to pinch the play dough. At other times, they use large-muscle movements to make large circles in chalk on the easel. These experiences help to support the skills children need for later writing.
- The curriculum is informed by children's interests. The childminder has a clear understanding of what she wants children to learn. She observes children as

they play so that she can plan their next steps. She encourages children to take the lead in activities she provides. However, at times, she is too quick to offer her own ideas or suggestions during children's play. This does not support children to share and follow their own ideas or thoughts in the best way possible.

- There are many opportunities for children to build on their experiences of the wider world. They regularly access local stay-and-play groups, take walks in the local countryside and trips to the park. The childminder supports children's knowledge of other cultures, faiths and beliefs through interacting with cultural celebrations in the community such as Diwali, by reading stories and enhancing role play. These experiences help children to understand the world around them and the community in which they live.
- Since the previous inspection, the childminder has demonstrated her commitment to evaluating her practice. She seeks assistance from local childminding groups and researches ideas for activities to support the different age ranges of children. She makes good use of reference materials such as 'Development Matters,' to help monitor children's progress and plan suitable support for their next steps in learning.
- Parental feedback is complimentary about the childminder. Parents describe the setting as 'homely'. They praise the relationships the childminder has with their children. Parents value the information they receive from the daily diaries, and they welcome home-learning ideas for craft activities. This effective communication helps parents to continue children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her role and responsibilities to ensure that children are kept safe, and their welfare is paramount. She can confidently discuss how she would identify and support children who may be at risk. She follows local safeguarding policies and procedures should she need to make a referral. She has a clear understanding of what action to take in the event of an allegation being made against either herself or a member of the household. The childminder carries out regular risk assessments of her home, surrounding areas and when on outings. This helps to ensure that risks are reduced so that children are kept safe while in the childminder's care.

What does the setting need to do to improve?

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

- increase opportunities for children to develop independence with their self-care and hygiene routines
- support children to discuss and follow more of their own ideas during activities.

Setting details

Unique reference number	309065
Local authority	Lancashire
Inspection number	10226568
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	4
Date of previous inspection	31 January 2022

Information about this early years setting

The childminder registered in 2000 and lives in Rawtenstall. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

Information about this inspection

Inspector
Jenny Smillie

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the interactions of the childminder with the children.
- The inspector discussed the childminder's curriculum vision and intended learning opportunities for children.
- The inspector held discussions with the childminder to assess her knowledge of the safeguarding and welfare requirements of the early years foundation stage.
- The childminder and the inspector evaluated an activity and discussed the impact on children's learning.
- Relevant documents were viewed by the inspector, such as daily registers for children and her paediatric first-aid certificate. The inspector also checked the qualifications of the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on 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.

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 2022