

Childminder report

Inspection date: 4 October 2024

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder creates a welcoming, calm and nurturing environment. Children are happy and settled, and they thoroughly enjoy spending time here. They demonstrate that they feel safe and secure. The childminder has created strong bonds with children. She listens attentively to children when they are talking to her and provides them with plenty of encouragement and praise. This helps to build up children's self-esteem.

The childminder is a positive role model and has high expectations of children's behaviour. She provides children with consistently clear instructions. This helps children understand the positive behaviour that is expected from them. For instance, the childminder reminds children to use walking feet inside and to finish eating before they leave the dining table.

The childminder creates an ambitious curriculum for all children. She places a strong focus on helping children learn about the world around them. For example, children are enthralled as they make their own habitat for insects in the childminder's garden. The childminder teaches children the names and features of minibeasts they find under rocks. Children gain positive attitudes to learning, and they make good progress from their starting points.

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

- The childminder knows the children well. She has a firm understanding of where they are up to in their development. The childminder plans appropriate next steps in children's learning. She has made links with other settings the children attend. However, the childminder does not share what she knows about children's learning and development with them to provide further continuity in children's learning.
- The curriculum for communication and language is implemented well. Interactions with children are of a high quality. The childminder models back-and-forth conversations, and she holds purposeful discussions with children. She introduces children to new vocabulary as they play together, such as 'woodlouse' and 'pine needles'. This helps to promote children's language development.
- The childminder takes children on a variety of outings. For example, they go to local parks and on nature walks. The childminder takes children to the library, and they have opportunities to borrow books using their library cards. This helps children learn about the job role of librarians.
- Opportunities to develop children's growing independence are promoted well. For instance, children take off their wellington boots and hang up their own coat at the childminder's house. They pour their own water from a jug at mealtimes. These opportunities help children to feel proud of the tasks they can complete

by themselves.

- The childminder teaches children about foods that are healthy for their bodies. Children's oral hygiene is promoted well. For instance, children tell the inspector they are brushing germs away as they brush their teeth after mealtimes. Children have copious opportunities to be physically active each day. This helps to promote healthy lifestyle choices.
- The childminder accesses professional development opportunities, such as regular webinars. She ensures she keeps her mandatory training up to date. This helps to keep the childminder's knowledge and skills refreshed.
- The childminder celebrates festivals from children's own cultures, such as Christmas and Easter. She talks to children about the similarities and differences between themselves and others when they go on their daily trips. However, the childminder does not always help to deepen children's understanding of other cultures and communities that may be different to their own. This hinders children from being fully prepared for life in modern Britain.
- Children behave well. They listen to the childminder's instructions and follow them well. For instance, children look both ways with the childminder before crossing roads on the walk back to the childminder's house from the nursery. This helps children learn how to keep themselves safe when they go on outings.
- The childminder promotes children's mathematical skills well. She encourages children to complete simple addition as they add up their scores in fishing games. She supports children to count the spots on the back of ladybirds. This helps to develop children's early counting skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen partnerships with other settings that children attend to share information and promote consistency in their development
- build on ways to help children develop a better awareness of diversity to support their understanding of different cultures and communities.

Setting details

Unique reference number	309111
Local authority	Lancashire
Inspection number	10346949
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	16 August 2018

Information about this early years setting

The childminder registered in 2000 and lives in Rossendale. She operates all year round, from 7.30am to 5.30pm, Monday to Friday. The childminder holds a relevant qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder shared a range of documentation with the inspector, such as evidence of her continued professional development and her paediatric first-aid qualification.
- Parents shared their views of the setting through written communication. The inspector took account of their written feedback.
- The childminder and the inspector had discussions at appropriate times during the inspection.
- Children spoke to, or communicated with, the inspector during the visit.
- The childminder and the inspector carried out a joint observation.

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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