

Childminder report

Inspection date: 17 March 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children and their families are enthusiastically welcomed into the childminder's home. Children are happy, settled and demonstrate a very strong sense of belonging in this home-from-home environment. Children are very familiar with their surroundings and with the routines of the day. They move meaningfully between the appealing, child-centred indoor and outdoor learning environments. Children become absorbed in their play, delighted by the opportunity to pretend they are a builder. They proudly wear a high-visibility jacket as they operate a small crane to scoop and pour the sand. Supported by the childminder, children talk confidently about what they have seen and learned. They recall seeing the house builders and make comparisons to their own role play.

Children enjoy daily outings. They have excellent opportunities to learn about themselves and their local community. Children confidently recall the places they have visited and the people they have seen. These real experiences, supported with positive discussion, are well used to strengthen their awareness of similarities and differences between themselves and others in society. This helps to prepare children well for life in modern Britain.

During the COVID-19 pandemic, the childminder worked closely with parents and carers to help minimise any disruption to the curriculum and children's learning. She routinely shared information and suggestions, to help parents continue to support and build on children's learning at home.

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

- The childminder provides a rich, well-planned curriculum. This helps children to gain the skills and knowledge they need to enable them to succeed in school. The childminder has a very good overview of each child's capabilities. She is clear about what she wants children to learn next and how she intends to teach children the skills they will need.
- The childminder provides a varied and exciting weekly routine that motivates children and successfully promotes all areas of learning. Children enjoy visits to carefully selected toddler groups, story time at the library and weekly swimming sessions for toddlers. They talk fondly about previous visits to meet elderly residents in a local care home and are hopeful that they can resume their visits soon.
- The childminder closely monitors the progression of children's speech and communication skills. She expertly selects books that she knows children enjoy and identifies key words to extend their vocabulary. These are then repeated within songs and stories, and also as children play to help ensure they remember the new words they have learned. For example, children explore

words such as 'dig', 'mix' and 'scoop' after reading the book 'Dig'. The childminder uses these same words to describe children's actions as they play in the sand, successfully embedding these verbs into children's vocabulary.

- Children enjoy songs, rhymes and stories as part of their daily routine. They take turns to choose an object from the 'song sack' and then sing the corresponding song. For example, when the solider is lifted out of the sack, children spontaneously start to march and sing 'The Grand Old Duke of York'.
- Children are learning that print carries meaning. They make marks for a purpose using a wide range of materials both inside and outdoors. Older children recognise and attempt to write the letters in their name. However, opportunities are limited for children to fully develop the strength and dexterity they will need in their wrists and fingers for eventual handwriting.
- The childminder supports children effectively as they learn to count. Children are encouraged to use basic mathematical language, for example as they compare size and height during play. However, the childminder is less confident in her ability to support children to gain a deeper understanding of mathematics.
- The childminder promotes children's personal, social and emotional development very well. Children are learning the importance of socially acceptable behaviour. The childminder clearly explains behavioural expectations and supports children as they learn to recognise, understand and manage their own feelings and behaviours.
- Children are learning about the importance of a healthy lifestyle, including the importance of good oral health. They are supported to make healthy choices and enjoy a range of freshly prepared nutritious meals and healthy snacks. Children benefit from daily opportunities to be physically active in the fresh air and daylight. This helps to promote their good health and well-being.
- The childminder manages her setting well and routinely reflects on the quality of her provision. Overall, she is very committed to her own professional development and completes regular training to further improve the quality of education for children. Parents comment very positively on the quality of care and education, and the progress their children make.

Safeguarding

The arrangements for safeguarding are effective.

Following a significant incident, the childminder has reviewed and further enhanced her risk assessment for outings to help ensure children's safety. Children are becoming increasingly aware of how they can keep themselves safe. For example, they understand that there may still be hazards even when the pelican crossing indicates it is safe to cross the road. The childminder has a clear understanding of her role and responsibility regarding child protection. She regularly updates her training and written information to ensure she can implement appropriate procedures without delay. This includes in the event of an allegation being made against herself or someone living on the premises.

What does the setting need to do to improve?

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

- enhance the programme for professional development in order to further strengthen the educational programme for mathematics
- provide further opportunities for children to develop the muscles in their wrist, hand and fingers, to help them acquire the control and dexterity they need in preparation for eventual handwriting.

Setting details

Unique reference number	502056
Local authority	Lancashire
Inspection number	10225532
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 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	1 February 2018

Information about this early years setting

The childminder registered in 2001 and lives in Padiham. She operates all year round, from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for two-, three- and four-year-olds. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Vickie Halliwell

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.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The inspector observed the quality of education being provided. She assessed the impact these activities had on children's learning. She discussed with the childminder how the curriculum is planned and implemented.
- The childminder and the inspector discussed how the teaching observed extended children's understanding and linked into the learning intentions for the children.
- The inspector looked at relevant documentation and evidence of the suitability of adults living on the premises.
- The inspector spoke to parents during the inspection and took account of their views.

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