

Childminder report

Inspection date: 31 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	Good
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What is it like to attend this early years setting?

The provision is good

Children benefit from a safe and welcoming environment. The childminder is caring and responsive to children's needs and has a good rapport with them. Children seek the childminder out for hugs and cuddles. They follow instructions when the childminder asks them to tidy away the resources they have been playing with. Children tell the childminder what activities they would like to do next. They show that they feel safe and secure with the childminder.

The childminder plans an ambitious curriculum that gives children the skills and knowledge they need for school. She enhances their learning experiences by taking children on outings to places within the local area. For example, children run around freely in the large nearby field and have walks along the riverbank. The childminder uses these visits to extend children's understanding of the world around them. She supports children to develop their social skills and confidence in larger groups by linking with other local childminders.

Children behave very well and understand the childminder's clear expectations for their behaviour. The childminder teaches children about breathing techniques to help them to stay calm. She helps children to use words associated with their feelings. This helps children to recognise and talk about their emotions.

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

- Children's communication and language skills are well promoted in the setting. The childminder consistently models children's mispronunciations in a sensitive manner. She uses open-ended questions to encourage children to talk about what they are doing as they play. As a result, children are confident communicators.
- The childminder encourages children to develop their senses effectively. For example, children explore textures and smells of foods. They enjoy playing listening games, where they have to identify sounds in the environment. This helps children to sharpen their listening skills.
- Children benefit from good opportunities to learn about the natural world. For example, they grow their own fruit and vegetables, such as strawberries, grapes and raspberries. The childminder encourages children to talk about how chips and crisps are made from potatoes. This supports children to learn about where food comes from.
- The childminder ensures that children have regular opportunities to sleep. However, the childminder has not liaised with parents fully about children's changing sleep routines, to help support their individual ages and stages of development further.
- The childminder provides lots of opportunities for children to practise their

physical skills. The childminder encourages children to move their bodies in different ways. For example, she provides activities with ribbons and streamers to help younger children to develop their muscles to support early writing.

- Children remember past events and are keen to talk about the experiences they enjoy. For example, they talk about a game with sticks that they played when they went to the bridge across the river. As a result, children are able to build on what they have learned previously.
- Children are encouraged to make predictions, test out their theories and make connections. For example, they make predictions about which objects can be stacked up to make a tower. This supports children's understanding of early mathematical concepts.
- Parents speak highly of the childminder. They comment that their children settle quickly, and are happy with the information they receive about their child's day and the activities they have enjoyed. However, the childminder does not yet share precise information about children's next steps in learning so that parents can continue their children's learning at home.
- Children develop a love of stories and rhymes. The childminder provides a cosy area for children to relax and look at books independently. She uses questions to develop children's understanding of what they have read. This supports children's early literacy 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:

- build on partnerships with parents, with particular regard to reviewing children's sleep routines
- share information with parents about their children's next steps in learning to further support children's development at home.

Setting details

Unique reference number	502118
Local authority	Lancashire
Inspection number	10359817
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	17 December 2018

Information about this early years setting

The childminder registered in 2001 and lives in Churchtown, Garstang. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Lisa Oakley

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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