

Childminder report

Inspection date: 2 February 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 are cared for in a clean, safe and happy environment. The childminder prides herself on providing a home-from-home setting. Children have lovely secure attachments to the childminder. They have formed friendships. Children are kind and respectful to each other. For example, when children are playing with the sensory ribbons, they know they must wait for their turn. The children understand the childminder's expectations and respond to her gentle reminders to share with their friends. Consequently, children behave very well and develop positive relationships.

Children love to sing and dance. They request their favourite nursery rhymes and enjoy dancing along to them. The childminder engages in conversations with the children, promoting their communication and language. She introduces new vocabulary. For example, when children are playing with the dinosaurs, they ask what they are called. The childminder tells them, 'This one is an Edmontonian dinosaur', and the children repeat this. The children go on to describe this dinosaur, saying that it is 'bumpy'. Children enjoy looking at books, handling them with care. As a result, children are developing their communication and language skills.

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

- The childminder follows the children's lead when planning activities for them. For example, she provides rainbow puzzles, sensory objects and mark-making opportunities to enhance children's awareness of colours. Children enjoy naming the colours and show pride in their achievements when completing the puzzles. Consequently, children's attitudes to learning are promoted.
- Parents speak highly of the childminder. They say that their children are cared for in a 'home-from-home environment'. Parents say they are kept up to date with information about their children's development. They would recommend the childminder to others. The childminder works in partnership with parents from the day children start until they leave to go to school. She also links with local schools in order to support children with the transition to Reception when the time comes.
- Children are provided with opportunities to explore the local community. For example, they visit the library and parks. Children also talk about their trips in the car to visit local playgroups. They sing 'Twinkle twinkle little star, I wear my seatbelt in the car'. Consequently, children learn about keeping themselves safe.
- The childminder regularly meets with other childminders to share good practice. She also accesses webinars in order to keep her knowledge up to date. The childminder has completed mandatory training. She works with parents and other professionals to support children, including children with special

educational needs and/or disabilities. As a result, the childminder keeps her knowledge of the procedures required to support children up to date.

- Children are confident in their play and understand the daily routine. For example, they tidy up when it is time for snack. They know to wash their hands and sit at the table. Children are given a choice of snack, including fruit. Children discuss with the childminder the options for lunch and decide what they would like. Therefore, they are learning the importance of healthy lifestyles.
- Children explore the environment confidently. They independently select resources and play alongside each other. The childminder follows the children's lead by enhancing their play to keep them engaged. For example, when children make trees using sticks and materials in a heavy-duty plastic tray, she asks if they can make taller and shorter ones. However, occasionally, the childminder does not differentiate teaching to challenge children of different ages and abilities. Therefore, they do not always benefit from the opportunities on offer.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her responsibilities to safeguard children and has completed relevant training. She knows the procedures for referring any concerns regarding a child's welfare that she may have. The childminder understands that she must report any allegations against herself or anyone living in her household and that she must keep Ofsted updated about any changes to household members. The childminder's home is well maintained. She carries out regular safety checks to ensure her home continues to be safe for the children. The childminder holds a valid paediatric first-aid certificate, which enables her to treat children should an accident occur.

What does the setting need to do to improve?

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

- devise even better teaching methods to provide children of different ages and abilities with appropriate levels of challenge.

Setting details

Unique reference number	502553
Local authority	Blackburn with Darwen
Inspection number	10264068
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	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 May 2017

Information about this early years setting

The childminder registered in 2001 and lives in Blackburn. 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 early years qualification at level 3.

Information about this inspection

Inspector
Kate Martin

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 inspector carried out a joint observation with the childminder and discussed the impact of teaching on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector took account of parents' views.
- The inspector reviewed the premises and discussed how the childminder ensures that they are safe and suitable.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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