

Childminder report

Inspection date: 20 February 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder has created a very warm and welcoming environment where there is a strong family ethos. Children are regarded as part of her family and the childminder forges close partnerships with families. For example, she is often invited to family functions and celebrations. The childminder builds an in-depth knowledge of children when they start, as she offers home visits for children. This allows her to discuss children's needs with parents and observe children in their home environment. This knowledge of children's individual needs directly impacts on their well-being and sense of security. The environment is magnificent and children are immersed in imaginative experiences. For example, children make 'magic potions' in the private woodland garden, explore braille on a wall display and grow their own herbs from seed.

Children exhibit superb listening and attention skills and carry out instructions with confidence. The childminder places a very high regard on supporting children's emotional well-being and ensures they develop a sense of security. For example, she discusses feelings and emotions with children through using visual resources. Children's behaviour is superb. Children are very self-reliant and play exceptionally well with each other, demonstrating turn taking and sharing. Children make excellent progress and are exceptionally well prepared for their move on to school.

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

- The childminder works closely with her husband, who is also a registered childminder. They continually strive to offer the highest levels of care. The childminder accesses a continual programme of professional development, which has a direct impact on the provision for children. For example, the childminder has attended training on outdoor play and has reviewed the way she offers mark-making opportunities to children.
- Care practices are excellent, which significantly impacts on children's confidence and self-esteem. Children think problems through by themselves and persevere at tasks. For example, a child decides to move sand from one place to another outside and comments, 'I can't move this but I am going to think about it, I can use the wheelbarrow.' The childminder offers constant encouragement to children.
- Children make excellent progress. The childminder assesses their needs on an ongoing basis. All children are above expected levels for their age and show a sense of maturity. For example, children as young as three years of age are able to draw figures of their family, write their name and identify a variety of two-dimensional shapes. Younger children explore the environment with intense enjoyment.
- Children quickly acquire high levels of communication and language. The

childminder is extremely skilful at modelling new words. For example, as children eat a banana, the childminder introduces the word 'potassium' into the conversation. Children consistently use language in a variety of ways. For example, they talk about what they have done during the morning and express how they are feeling.

- Parents are extremely grateful for the care and support that the childminder gives to their children. They comment that they feel very lucky that their child has been to such a lovely place, and that the care and learning has exceeded their expectations. Parents are fully involved with processes of assessment and home learning activities.
- The childminder has forged meaningful links with other professionals. For example, as children prepare to move on to school, the childminder takes them to meet their new teacher and play in the school yard. This helps children to emotionally settle as they go through change. The childminder attends network meetings and sessional groups with other childminding professionals to share good practice.
- Children learn new skills and explore the wider world through inventive ways. For example, children attend a theatre workshop where they listen to instructions and develop the confidence to speak in front of others. They visit the local garden centre and attend a gardening club where they explore the natural world. The environment is particularly well designed and children are extremely active learners.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a thorough knowledge of effective safeguarding practice. She has clear procedures in place that she would follow if she had concerns about a child's welfare. The childminder attends regular training to renew her knowledge. She is knowledgeable on wider aspects of safeguarding, such as the 'Prevent' duty. The childminder places children's safety and well-being at the highest level. For example, she has alarms on children's car seats, so that she is alerted if children unbuckle restraints in the back of the car. She encourages children to assess their own safety. For example, children consider if they can climb higher pieces of play equipment and give thought to the safest place to cross the road.

Setting details

Unique reference number	EY136874
Local authority	Lancashire
Inspection number	10109666
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	28 October 2014

Information about this early years setting

The childminder registered in 2002 and lives in Burnley, Lancashire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She works alongside her husband, who is also a registered childminder.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- A tour of the setting was carried out. The inspector viewed the indoor and outdoor environment and the resources available to support children's development.
- The inspector observed activities and assessed how these impact on children's learning. The childminder explained how she plans for children's learning.
- The inspector spoke with children, parents, the co-childminder and the childminder during the inspection.
- A joint observation was completed by the childminder and inspector.
- A range of documents were scrutinised by the inspector, including policies and procedures, training records and processes of assessment.
- The inspector spoke to a number of parents during the inspection and looked at written comments to take 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.

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