

Childminder report

Inspection date: 4 October 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

The childminder provides a safe and welcoming home-from-home environment for the children. She works closely with parents to find out about children's interests and routines during the initial settling-in period. As a result, children new to the setting are settling well. The childminder teaches children how to be respectful and treat one another positively. For example, the childminder reminds children to use 'kind hands' and models manners to them. Children understand the expectations of them. They play well alongside their friends, sharing and taking turns. The childminder takes children to a toddler group each week, in order to provide more social interactions. This is something the children enjoy. Consequently, children's emotional development and social skills are supported well.

Children love being outdoors. They use magnifying glasses to search for bugs. When they find snails, they place them carefully in the minibeast area and are eager to show the inspector. Children recall lots of butterflies visiting the garden. They take coloured ribbons and put them on their wrist and swoop around the garden pretending to be butterflies. Babies enjoy sliding down the slide and crawling around the grass exploring. Children load up the trucks with conkers and transport them. As a result, children have ample opportunities to develop their physical skills.

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

- Parents are complimentary of the childminder. The childminder keeps parents up to date about their child's development both verbally and through an electronic system. Parents say that their children enjoy the regular outings with the childminder and that they are thriving. Children who now go to school look forward to attending after school. Subsequently, the positive partnerships built up by the childminder promotes consistency of care for the children.
- The childminder's curriculum supports children in all areas of learning. She has identified their next steps, and she plans activities using these as well as the children's current interests. In the main, the childminder is successful at supporting children to make progress. However, sometimes the childminder does not effectively implement her curriculum for supporting children's independence skills. For example, she does things for older children rather than letting them have a go themselves, such as pouring their drinks and selecting and cutting their snack for them.
- Babies are supported to settle into the setting. The childminder ensures that routines from home are followed. Babies enjoy exploring the sensory baskets, and they explore the environment confidently. For example, they pull themselves up and cruise along furniture in preparation for walking when the time comes. As a result, babies are supported well to make the progress they are capable of.

- Children love using their imaginations. They take fire engines to 'emergencies' and say they are 'putting the fire out'. They sit on chairs next to each other and take on the role of passenger and driver and say they are 'going swimming'. The childminder asks questions to support them in taking their play further. As a result, children have positive attitudes towards their learning.
- Children learn about the world around them through stories, outings and asking questions. For example, the children chose a book about birds, and they ask about each one. The childminder tells them the names of the birds. She reads some facts about each one to build their knowledge further. The childminder suggests they take the binoculars and see if they can spot any birds when they go outside. As a result, children are developing their understanding of the world.
- The childminder understands the importance of keeping her professional development up to date, in order to reflect on her practice and make improvements. For example, she makes good use of online training courses. The childminder meets regularly with local childminders where she discusses and shares good practice with them. She keeps her mandatory training up to date, such as safeguarding and paediatric first aid.
- The childminder communicates with children effectively. For example, she asks older children questions, in order to encourage them to think for themselves. For babies, she uses simple words. The childminder makes eye contact with children when speaking to them, in order to keep their attention and encourage them to listen to her. Consequently, children are becoming confident communicators.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs and symptoms to be aware of to safeguard children. She ensures that her training is kept up to date. The childminder knows the local referral procedure to follow if she is concerned about a child.

Furthermore, she understands the procedures for reporting concerns raised about herself or her assistant. The childminder has procedures in place for administering medication and for recording accidents. The childminder ensures that her home is safe for children. During the initial settling-in process, the childminder gauges information about children's dietary requirements and any allergies they have.

What does the setting need to do to improve?

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

- support children to continue developing their independence skills through routines and during their learning experiences.

Setting details

Unique reference number	EY153195
Local authority	Lancashire
Inspection number	10285654
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	0 to 10
Total number of places	12
Number of children on roll	10
Date of previous inspection	13 October 2017

Information about this early years setting

The childminder registered in 2002 and lives in Heysham, Lancashire. She operates all year round, from 8am to 5pm, Monday to Thursday, except bank holidays and family holidays.

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 her evaluation of the setting.
- 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 completed a joint evaluation of an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and the childminder completed a tour of the setting to see where children play and sleep. They discussed the curriculum on offer.
- Parents' views were gathered, and their views of the setting were considered.

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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