

Childminder report

Inspection date: 3 December 2021

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

The childminder creates a very warm, welcoming and nurturing environment. She ensures that children feel relaxed, settled and secure in her care. Children thoroughly enjoy attending. They initiate their own learning as they independently select resources from the wide range of high-quality equipment available. This supports children's independence and develops their sense of belonging as they explore and investigate with confidence.

Children behave well. The childminder has high expectations of children and helps them to understand right from wrong. She praises children for using their manners and offers an abundance of encouragement as children engage in activities. This helps to raise children's confidence and supports their emotional well-being. Children are resilient. They have a positive attitude to learning and to trying new things.

The childminder has adapted some of her practice since the COVID-19 pandemic. For example, parents do not currently have access to her setting. However, the childminder ensures that parents are kept well informed about their child's progress and what they have enjoyed during the day. She uses daily diaries to share information about children's care routines and offers suggestions of how parents can support their child's learning at home.

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

- The childminder gathers detailed information about children's existing skills and abilities when they first start at her setting. She uses this information successfully to captivate children's curiosity and ignite their interests. This successfully engages them in learning and helps them to settle into her setting quickly. The childminder engages in children's play and is enthusiastic in her interactions. This ensures that children are motivated and keen to learn.
- The childminder recognises the importance of literacy and creates a love of books. Children choose their favourite story and immediately recall important elements. For example, they act out what happens when they go on a bear hunt and are animated and excited throughout. Furthermore, children learn that print carries meaning because the childminder uses labels and signs throughout her setting. Children are encouraged to use a variety of tools and make marks.
- The childminder delivers a well-sequenced curriculum which is aimed at encouraging children's long-term development. For example, children are encouraged to thread leaves through a cardboard template to create a Christmas tree. The childminder understands how this supports children's early writing skills as they develop the small muscles in their hands to enable them to hold writing tools.

- Children are confident communicators. They listen and respond well to the instructions given by the childminder. Furthermore, they are able to describe what they are doing as they play. They engage in conversations with the childminder, who listens intently to what children are saying. However, sometimes, the childminder does not model the correct pronunciation of words, to fully support children's growing language development.
- The childminder provides a range of activities to help prepare children for life in modern Britain. For example, children often visit the local community where they learn to socialise in larger groups. Children visit cafes with the childminder to help develop their confidence in social situations. They learn about difference and diversity. They learn about a wide range of cultural events, including Chinese New Year and Diwali. This supports children to learn about the world around them and people in society.
- Children develop an understanding of the importance of keeping healthy. The childminder gently reminds children to take regular drinks of water as they play. She teaches children about healthy foods and how to make good choices. She promotes good levels of hygiene and, as a result, children understand the necessity of washing their hands and cleaning their teeth.
- The childminder evaluates her setting well. She captures the views of parents and children and uses any suggestions to inform improvements. She participates in mandatory training, such as first aid, to ensure her skills and knowledge are maintained. However, the childminder does not extend her professional development opportunities further, to help her to raise the quality of her teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises her safeguarding responsibilities. She has a firm understanding of what to do if she has a concern about a child's welfare. She carefully explains what action she would take if an allegation is made against her. The childminder attends training to ensure that she remains up to date with safeguarding requirements and any changes in legislation. The childminder carries out risk assessments of her home and ensures that children are always supervised. All of the required documentation and records are in place, such as registers and emergency contact information, to ensure the welfare and safety of all children who attend.

What does the setting need to do to improve?

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

- build on children's language development, to help them hear and repeat words and pronounce them correctly

- engage in further professional development opportunities, to help raise the quality of teaching to an even higher standard.

Setting details

Unique reference number	EY153203
Local authority	Lancashire
Inspection number	10068766
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	10 January 2013

Information about this early years setting

The childminder was registered in 2002. She lives in Aughton, West Lancashire. The childminder holds a relevant level 3 qualification. She operates Monday to Friday from 8am until 6pm, all year round.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The childminder explained her curriculum intent and how her provision is organised.
- The inspector completed an observation of an activity with the childminder.
- The inspector reviewed a variety of documents, including qualifications, first-aid certificates and policies.
- The inspector observed interactions between the childminder and the children during activities and assessed the impact of teaching on children's learning.

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 2021