

Childminder report

Inspection date: 4 February 2022

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 highly nurturing home-from-home environment. She has many years experience of working within the early years sector and promotes strong family values at all times. The childminder places the individual needs of children at the centre of everything she does and consistently considers their overall well-being. Children have developed strong attachments to the childminder. They seek her out for reassurance, approach her for a cuddle and laugh wildly as they enjoy each other's humour. During the COVID-19 pandemic, the childminder recorded video messages every day of herself reading a bedtime story to children. This helped children to understand that she was still thinking about them and caring for them. Children demonstrate increasing independence. Younger children consistently attempt to use a spoon to feed themselves, and older children wash and dry their hands successfully after using the bathroom.

Children are well behaved, thoughtful and deeply care about each other. Older children independently offer to help younger children. They remind each other, 'We have to take turns, it's me then you.' Children demonstrate that they are settled and show high levels of self-esteem. For example, children concentrate for long periods as they use scissors and proudly show off their efforts. The outstanding quality of education supports children to be active, inquisitive learners. Children develop exceptionally well and have a love for learning.

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

- The curriculum is sharply focused and allows all children to progress well across all areas of learning. For example, babies enjoy making marks on paper with chunky crayons while sitting in their high chair. Older children use thinner pencils to draw their family and think about putting different body parts on figures they have drawn. This allows children to develop early writing skills.
- The childminder promotes high-quality interactions with children. She ensures that she maintains eye contact with younger children as she talks and listens to the opinions of older children. Children are excited as they put their hand inside a bag to identify props for their favourite rhymes. The childminder encourages them to guess what the song may be. The childminder skilfully uses props and visual cues which support children's thinking skills superbly.
- Since the start of the COVID-19 pandemic, the childminder has placed a sharp focus on promoting children's communication and language. She ensures that she models language precisely and gives children plenty of time to think about what they want to say. She skilfully introduces new vocabulary and asks children thought-provoking questions. For example, as children draw minibeasts, she asks how many legs the bug should have and introduces complex new words, such as 'antennae'.

- The childminder has forged meaningful partnerships with other professionals involved in children's care. She operates a local playgroup every week with another childminder and purposefully liaises with other settings which also provide care for children. For example, the childminder shares her planning. When children leave for school, the childminder dedicates time to liaise with local schools to help to ensure a smooth and supportive transition.
- The childminder helps children to understand the importance of making healthy choices. She provides a range of nutritious meals. As children eat, she talks about the importance of eating healthy food and brushing our teeth. Children access the outdoors every day. They use a range of tools, such as gardening tools, which builds physical skills. They visit places in the community, such as museums, and they and take part in charity events, which promotes an understanding of equality and diversity. Children explore a range of festivals from other cultures and enjoy different foods from other countries. This helps children to prepare for life in modern Britain.
- Children are independent, resilient learners. They are confident and exhibit a can-do attitude to learning. For example, children concentrate and keep trying as they try to fit the pieces of a jigsaw together. The childminder observes and gives children time to independently solve the puzzle. This helps children to build patience and resilience for the future.
- The childminder works in partnership with parents. Information about children's changing needs is regularly shared. The childminder shares newsletters and actively promotes ideas for home learning. Parents are extremely positive about the care their children receive. For example, they comment, 'The setting is second to none' and 'My child has gone from strength to strength.'
- The childminder regularly evaluates her practice to identify areas which she can improve. She seeks the opinions of children and parents. The childminder undertakes further reading and always ensures that training is meaningful and has maximum beneficial impact for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of effective safeguarding practice and regularly refreshes her knowledge through training and further reading. She attends mandatory courses and additional training to give her a more in-depth understanding of pertinent issues, such as child exploitation and safeguarding children with special educational needs and/or disabilities. The childminder has a comprehensive understanding of the 'Prevent' duty and potential signs that someone is being radicalised. There are robust reporting systems in place should she have concerns about a child's welfare. The childminder gives exceptionally high priority to children's safety. For example, she ensures that she does not leave children alone when they are eating, secures all exit doors and completes a visitors log so that she knows who has visited the setting. These measures help to ensure that the setting is safe and secure for children.

Setting details

Unique reference number	EY216891
Local authority	Blackburn with Darwen
Inspection number	10129016
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 December 2015

Information about this early years setting

The childminder registered in 2003 and lives in the Oakdale area of Blackburn. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Elisia Lee

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the written views of parents.

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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