

Childminder report

Inspection date:

15 September 2022

Overall effectiveness	Good
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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

Children are happy and enjoy their time with the childminder and her assistants. They show that they feel safe as they move confidently between the inside and outdoor areas of the childminder's home. Babies who are new to the setting quickly form strong bonds with the childminder and her assistants. Children behave well and play happily with their friends. They are polite and respectful. Older children are mindful of their younger friends.

Children develop a positive attitude towards their play and learning. They excitedly join in with planned activities. For example, children delight in choosing instruments to play during a musical activity. They join in with familiar words and actions to songs and rhymes. This helps to extend their communication skills. Children's overall well-being and physical development are well supported. They confidently climb the large play equipment and ride wheeled toys in the garden area. This helps children to refine their coordination and balancing skills. Children develop strength in their hands in preparation for early writing. For example, they practise squeezing the trigger on a spray bottle to put out 'fires' on the outdoor blackboard.

Children patiently wait their turn to feed the childminder's rabbits and tortoise. They know that rabbits eat dandelion leaves. Children learn about caring for animals and begin to develop an understanding of the natural world.

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

- The childminder is thorough in the organisation of her business. She supports her assistants effectively and is mindful of their well-being. Training is targeted to benefit children. For example, the childminder has completed training on autism spectrum disorder to help to support children's specific individual needs.
- Children with special educational needs and/or disabilities are supported effectively. The childminder knows children well and understands their individual needs. She liaises with other agencies and is tenacious in her approach to ensuring that children have access to appropriate support. Children make good progress from their different starting points.
- The childminder has robust systems to monitor and assess children's progress. She identifies any gaps in children's learning and development and quickly puts strategies in place to ensure that gaps are narrowed.
- The childminder has a very good understanding of how children learn. She plans for children's learning based on what they already know and can do. The childminder uses children's interests to help to engage them in their learning.
- The childminder and her assistants model excellent speech. They use interesting vocabulary for children to hear and practise. For example, children learn about

'extinguishing' fires. Children are focused and attentive as the childminder reads a story in an engaging manner. She asks children questions to check their understanding. This helps to further promote children's language and communication skills.

- Children learn about shape and space as they fill and empty containers. The childminder's assistants use some mathematical language, such as 'full' and 'empty'. However, the curriculum for mathematics is not yet developed well enough to ensure that children build a strong foundation in number skills.
- Children are learning some skills which they will need as they move on to school. They learn to put on their coat and to sit at the table with their friends for lunch. Children eat healthy food. The childminder encourages them to try different fruits and vegetables. Children are developing healthy habits and learning some independence skills.
- Children learn from their peers who have different cultural backgrounds. They learn about different festivals, such as Eid al-Fitr. They try new experiences, such as food from the Caribbean. Children begin to develop an appreciation of our diverse world.
- The childminder takes children to groups where they mix with other children and develop their social skills. She encourages children to talk about their feelings and helps them to understand their emotions. Children's social and emotional well-being is well supported.
- Partnerships with parents are strong. Parents say that their children are happy, and that the childminder and her assistants are 'kind, loving and caring'. The childminder uses an online application to communicate with parents. Parents feel involved in their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a sound understanding of safeguarding policy and practice. They understand what to do if they are concerned about the welfare of a child in their care. The childminder and her assistants understand local safeguarding issues and know how to keep children safe from radicalisation and extreme views. The childminder teaches children about possible dangers on the internet. Children begin to learn how to keep themselves safe online. The childminder completes regular risk assessments of her premises and places that she visits with children. This helps children to remain safe in her care.

What does the setting need to do to improve?

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

- strengthen the curriculum for mathematics to enhance children's understanding of number.

Setting details

Unique reference number	EY221984
Local authority	Lancashire
Inspection number	10234643
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 4
Total number of places	9
Number of children on roll	13
Date of previous inspection	18 October 2016

Information about this early years setting

The childminder registered in 2002 and is situated in the Lowerhouse area of Burnley, Lancashire. The childminder works with two assistants, one of whom is also her husband. She has another assistant who works with her as required. The childminder and her husband hold appropriate childcare qualifications at level 3. The childminder provides care each weekday, from 7.30am until 5.30pm. Sessions are all year round, except for family holidays and bank holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Johnson

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 their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder's assistants spoke to the inspector at appropriate times during the inspection.
- 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 childminder and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector and these were taken into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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