

Childminder report

Inspection date: 27 January 2020

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder creates an appealing environment that inspires children to play and learn. She values the unique needs of every child and provides a range of activities that help to build on their current skills. All children, including those who speak English as an additional language, make good progress. Children demonstrate a positive attitude to their learning. They happily share their own experiences and show interest in learning about other cultures and traditions. Younger children enjoy using their good physical skills to kick a ball outdoors.

The childminder forms a secure bond with every child. She implements welcoming strategies that help children to feel valued and included. For example, younger children thoroughly enjoy giving the childminder a 'high five' when they arrive each day. This contributes towards the high levels of security, self-assurance and motivation they show. The childminder gives clear messages to children about what is acceptable behaviour. She teaches children to trust, and that 'sharing is caring', to help to promote positive relationships. Children behave well. They are kind and considerate towards others. For example, older children readily recognise that younger children require a bib at lunchtime and quickly hand this to them.

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

- The knowledgeable childminder plans a good range of activities that focus on what children enjoy and need to learn next. For example, children express a desire to help make chapatis for lunch. They roll up their sleeves independently and use utensils to mix the ingredients together. The childminder uses these opportunities well to talk to children about different foods from around the world. This helps to build on children's knowledge of people and communities beyond their own.
- The well-qualified childminder aspires to extend her knowledge and skills through a range of professional development opportunities. She clearly identifies the many strengths of her provision. However, she does not target her areas for improvement most effectively, to help to raise the quality of experiences for children to an outstanding level.
- The thoughtful childminder is a positive role model. She provides good experiences that help children to adopt kind and caring attitudes. For instance, the childminder invites children to place a coin into a 'money bank' each day, to give to those who are less fortunate. Children are considerate individuals. They are gaining a good understanding of the positive impact that their actions are having on others.
- The childminder speaks to children in a variety of languages, including their home language, during their play. She encourages younger children to repeat new words, to aid the breadth of their vocabulary. However, during some

focused activities, the childminder steps in too quickly to offer ideas and to talk about what is happening. This does not provide opportunities for older children to use their creative thinking skills more freely and does not extend their communication and language skills to the highest level.

- Partnerships with parents are good. The childminder keeps parents informed of their children's learning and progress. Parents comment that 'the childminder is an important part of their children's lives'. They add that 'children love being in the company of the childminder and other children'.
- The childminder provides good opportunities for children to be physically active outdoors. She takes children to places of interest, such as the museum and fire station, to build on their good knowledge of the local community. Children adopt good hygiene practices during activities such as baking. Older children are becoming increasingly independent in managing their self-care needs in preparation for their eventual move on to school.
- The childminder provides exciting experiences that capture children's interests. For instance, children are eager to engage in daily music sessions. They demonstrate good listening skills and become excited to sing songs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to keep children safe. She has attended safeguarding training and understands child protection procedures very well. Risks are readily identified and minimised. The childminder uses routine opportunities, such as daily outings, to teach children about aspects of safety. For instance, she alerts children to the dangers associated with crossing roads and encourages them to find a safe place to cross. This helps children to gain a good awareness of how to stay safe.

What does the setting need to do to improve?

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

- strengthen the current systems for self-evaluation and target areas for improvement more precisely, to help to raise the quality of experiences for children to an outstanding level
- extend opportunities for older children to use their creative thinking skills more freely, to help them to clarify their own ideas and to support their communication and language skills to the highest level.

Setting details

Unique reference number	EY222395
Local authority	Lancashire
Inspection number	10132586
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 January 2015

Information about this early years setting

The childminder registered in 2002 and lives in Lancaster. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Charlotte Bowe

Inspection activities

- The inspector discussed with the childminder how she organises her home and what her aims are for the early years foundation stage curriculum.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- A planned activity was jointly evaluated by the inspector and the childminder.
- The inspector viewed a range of documents, including evidence of the suitability of the childminder, qualifications, policies and safety records. She discussed self-evaluation with the childminder.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent feedback letters.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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