

Childminder report

Inspection date: 27 May 2022

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

Children form strong bonds with the childminder. They demonstrate that they feel safe and secure in her care. Children discuss their feelings and emotions with the childminder. As a result, children learn how to regulate their own behaviour. Children use their manners, share and take turns. This helps them to engage well with each other. Children are kind and caring towards their friends and make gifts using play dough for each other.

Children benefit from the childminder's well-planned curriculum that promotes their learning across all seven areas of development. They enjoy having the freedom to choose what they want to play with and if they want to be inside or outside. Children show curiosity in all their activities and a willingness to join in and try new things. For example, they show delight as they mix ingredients together when baking cakes and are proud as they crack eggs into their bowls without help. Children's high levels of confidence are apparent when they play independently. They demonstrate perseverance as they fit pieces of jigsaw puzzles together. Children are not reliant on the childminder for direction. However, they actively invite her to play with them as they really relish her involvement.

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

- Children's physical health is an important part of the childminder's practice. Physical exercise and fresh air have been a focus as children have had limited access to these during the COVID-19 pandemic. Children take regular trips to the beach and the park, where they take part in physical activities. Therefore, this supports children's development.
- The childminder provides good opportunities for children to develop their small physical skills. Children manipulate dough with their hands and fingers. This helps to build their muscle strength and dexterity. Additionally, children use tools to prod, poke and shape the dough. This helps to build their hand and finger muscles in preparation for writing activities.
- The childminder encourages children to lead a healthy lifestyle. She provides healthy and nutritious food. Children help themselves to fresh fruit and their water bottles are readily available. They demonstrate their understanding of the differences between healthy and unhealthy food as they name foods that contain lots of sugar.
- Children show that they are remembering well what they have been taught. For example, they can recite the story 'We're Going on a Bear Hunt', without looking at the book. The childminder reminds the children about the different language used in the book and helps them learn about positional language, such as 'over', 'under' and 'through'.
- Children learn to manage their own personal care needs, including using the

toilet independently and washing their hands afterwards. They understand that this helps to prevent the spread of infectious illnesses and germs. However, the childminder does not consistently teach children to wash their hands or clean tables before eating or serving food. Therefore, children do not always learn about how to promote good health to the highest level.

- Parents comment highly on the care their children receive and how happy they are with the childminder's service. They say that their children are always talking about what they have been doing at the childminder's house, which reassures them that their children are contented.
- Children begin to learn about their local community and the environment. For example, they visit the local supermarket and travel on the tram. This helps to support children's good understanding of the world they live in.
- The childminder supports children's communication and language skills well. She encourages children to engage in conversation and actively promotes their developing vocabulary. Children spoon cake mixture into cases and talk about needing a 'humongous' spoon to make a bigger cake. The childminder extends this by asking children to use alternative words to describe the small spoon and they reply 'tiny' and 'miniature'.
- Overall, the childminder provides children with a curriculum which follows their interests and she adapts her teaching in response. For example, in the garden, children are fascinated when they find a ladybird on the ground. The childminder follows this up by suggesting that the children use the binoculars to search for more minibeasts.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training that helps her to recognise the signs and symptoms of possible child abuse. She is able to identify indicators of radicalisation, county lines and female genital mutilation and she knows who to contact if she has a concern about a child in her care. All adults in the home undergo the necessary suitability checks. The childminder understands her responsibilities to notify Ofsted of any changes and significant events, to help ensure children's continued safety. The childminder holds a valid paediatric first-aid certificate which enables her to treat children appropriately in the event of an accident.

What does the setting need to do to improve?

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

- strengthen the consistency of good hygiene practices to promote children's understanding of how to keep themselves healthy.

Setting details

Unique reference number	EY223242
Local authority	Blackpool
Inspection number	10073072
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 February 2016

Information about this early years setting

The childminder registered in 2002 and lives in Blackpool. She operates from 8am to 7pm on Monday, Wednesday and Friday, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Oakley

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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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