

Childminder report

Inspection date:

26 September 2023

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 settled in the care of the childminder and her assistant. They immerse themselves in the opportunities provided and are enthusiastic learners. The childminder gathers information from parents from the start. She uses this information effectively to assist her in meeting children's needs. The childminder and her assistant know the children well. They use children's interests to motivate them in their learning. For example, a recent interest in dinosaurs has been used to extend children's pronunciation. Children delight in attempting to pronounce tricky words, such as 'stegosaurus'. This helps to support children's understanding of language.

The caring childminder and her assistant are always on hand to offer praise and encouragement. Children understand the clear expectations the childminder has for their behaviour. They respond well to the gentle behavioural reminders given, play cooperatively and behave well. This contributes significantly to the harmonious learning environment. All children make good progress from their starting points. They gain the skills and understanding they need for their future learning. This helps to ensure that they are ready and well prepared for their eventual move to nursery or school.

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

- The childminder has a good understanding of how young children learn and develop. She uses this knowledge to plan and provide a broad and ambitious curriculum. Activities are planned to support children in building on what they already know and can do. For example, children learning about different emotions are given many opportunities to explore their feelings and represent different facial expressions. This gives children the opportunity to consolidate what they are learning.
- The childminder is eager for all children to do well and interacts with them as they play. She discusses what she sees them doing and asks questions to support their learning. Occasionally, however, the childminder does not give children time to respond and demonstrate their understanding before giving them an answer. This means that children's thinking skills are not always consistently extended.
- Children are encouraged to develop their mathematical skills through everyday activities. For example, they recognise the shapes of different ingredients when making pizza and count how many cheese triangles they have used. Children understand and use a range of mathematical vocabulary and discuss how they have more salami on their pizza than their friend. Children demonstrate a confident understanding of number.
- Children are encouraged to successfully build upon their independence skills.

Young children successfully put on and fasten their own shoes as they go to play outside. All children proudly pour their own drinks from the water dispenser. Children feel proud as the childminder and her assistant praise them for trying to do things for themselves. This helps to build their self-confidence and self-esteem.

- Children have plenty of opportunities to play outside in the fresh air in the childminder's well-resourced garden. The childminder supports children's physical development well. She provides a range of opportunities for children to build their large-muscle strength, to squat, balance and safely negotiate space. Children enjoy being physically active. For example, they eagerly wash toy cars and explore the best way to wash away the soap bubbles. Opportunities, such as these, contribute to children's overall good health.
- Parents speak highly of the childminder and her assistant. They are grateful for the close relationships they build with the whole family. Parents praise the regular communication from the childminder. They feel well informed of their child's progress. Furthermore, the childminder offers her advice and makes suggestions on how parents can best contribute and extend their child's learning further at home.
- The childminder evaluates the quality of provision she provides and makes enhancements that benefit children. For example, since her last inspection, the childminder has undertaken extensive work to improve the garden area. The childminder ensures that all mandatory training is regularly updated. The childminder works alongside her assistant and offers some support. That said, precise targets to help the assistant to develop her practice further have not yet been established as part of her supervision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibility to safeguard and protect the children in their care. They know the signs and symptoms which may suggest a child is at risk of harm. The childminder and her assistant know where to refer any concerns they may have to ensure children's welfare. Furthermore, they understand the action to take in the event of an allegation being made. The childminder has a vigilant approach to risk assessment. She teaches children to successfully recognise and manage appropriate risk. For example, children remind each other not to spray water on the floor as it makes it slippery.

What does the setting need to do to improve?

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

- give children time to think and respond when asking questions, so that they may consistently demonstrate what they know and understand to enable their

learning to be built upon even more precisely

- focus the supervision of the assistant more precisely in order to help develop knowledge and skills to the highest level.

Setting details

Unique reference number	EY236417
Local authority	Lancashire
Inspection number	10279993
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 11
Total number of places	12
Number of children on roll	12
Date of previous inspection	29 September 2017

Information about this early years setting

The childminder registered in 2002. She operates term time from 8am to 5.30pm, Monday to Friday. The childminder works with an assistant and is eligible to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Farrington

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 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 they are safe and suitable.
- The inspector and the childminder discussed how the childminder organises their provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed interactions between the childminder and children.
- The inspector spoke with the childminder, her assistant and children 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.
- Parents shared their views with the inspector.
- 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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