

Childminder report

Inspection date: 10 February 2020

Overall effectiveness	Good
------------------------------	-------------

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

The childminder creates a welcoming environment where children show that they feel confident, happy and safe. She has a very calm and patient manner and children enjoy her affectionate interactions. Parents have very high regard for the childminder. For example, they write that they are extremely satisfied with the level of service she provides. School-aged children also write very complimentary comments. For instance, they say, 'We love her to the top of our hearts'.

The childminder has high expectations for children's behaviour. She uses information from recent training to help her to support children to manage their feelings and emotions. For example, the childminder provides children with one-to-one time to help them feel special. She focuses strongly on their positive interactions and gives them plenty of praise so that they feel even more valued. Children behave very well. They use good manners, share and play cooperatively.

Children freely access a wide range of storybooks. The childminder reads to them with enthusiasm and captures their interest and attention. As she reads, she encourages children to fill in missing words and talk about what might happen next. Children enjoy one-to-one story time with the childminder and show a fondness for reading.

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

- The childminder has a clear understanding of what children know and can do. She completes regular assessments of their development and uses this information well to identify what they need to know next. The childminder has recently introduced a new system for curriculum planning. She has started to focus even more closely on children's current and emerging interests. This new system is still in its infancy and not fully embedded in practice.
- The childminder takes children on plenty of outings into the community, helping them to develop an understanding of the wider world. For instance, children visit soft-play centres, parks and nature reserves. They enjoy participating in exciting experiences such as den building. This helps them to build on their good physical skills further. Children recently visited a 'flowerpot' festival and were in awe when they saw large-scale dinosaurs made from plant pots. They went on a 'flowerpot trail' where they learned how to read maps and follow signs. This helps children to build on their early literacy skills effectively.
- The childminder supports children's communication and language skills well. For instance, she speaks clearly to children as they play and asks them skilful questions to encourage them to use their memory skills. This helps children to think and remember past events. The childminder repeats words and phrases after children to help them to hear the correct pronunciation. Children join in

with enthusiasm during singing sessions. For example, they sing along and complete actions as they dance to a song about a baby shark.

- Partnerships with parents are strong. The childminder includes parents in children's learning from the start. She encourages them to share information about what children learn at home. The childminder uses this information generally well to help to target and address any early gaps in children's learning. She works well with staff at other settings that children attend. However, the childminder has not fully considered building links with other professionals and agencies to further support children and their families.
- The childminder accesses online training and reads relevant articles to help her to continually develop her knowledge. She participates in webinars and networks with local childminders to share ideas. This helps her to keep her teaching and practice up to date.
- Children form strong bonds with the childminder, who is a positive role model. They are polite and considerate and play amicably with their friends. Children listen and respond positively to the childminder's requests. For instance, they help to tidy away the toys and resources between activities.
- Younger children develop good self-care skills. For example, they learn to use the toilet independently and wash their hands afterwards. Younger children practise their early counting skills during routines, for instance as they walk down the stairs. They can count to five and use language for quantity, such as 'more' and 'a lot', showing good mathematical skills for their age.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses regular training to update her safeguarding knowledge. She knows the signs of abuse and is aware of wider safeguarding issues. The childminder knows what to do should she have any concerns about a child's welfare. She provides a safe and secure environment for children and supervises them well. The childminder completes daily risk assessments for her home and on outings. She makes sure that her home is secure, so that no unauthorised person can enter. This helps to keep children safe.

What does the setting need to do to improve?

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

- embed the new system for curriculum planning and use it to enhance the quality of children's learning to the highest possible level
- strengthen partnership working further and build links with other professionals and agencies to further support children and their families.

Setting details

Unique reference number	EY244976
Local authority	Lancashire
Inspection number	10073136
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 June 2016

Information about this early years setting

The childminder registered in 2003 and lives in Baxenden, Accrington. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The childminder discussed with the inspector what learning intentions she has for children. She explained what she does with children to help them to develop knowledge and skills for the future.
- Children shared their views about what they do and enjoy at the setting with the inspector.
- The inspector observed the quality of the childminder's teaching and interactions during activities indoors and the impact this has on children's learning.
- The childminder and the inspector completed two joint observations together.
- The inspector took account of the views of some parents and school-aged children through written feedback they had provided.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020