

Childminder report

Inspection date: 12 December 2022

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

Children have fun as they learn here. They chatter and laugh together with the childminder as they play. Children develop strong bonds with the childminder. She knows them well and shows genuine affection towards them. The childminder provides a stimulating learning environment both indoors and outdoors. She plans activities and experiences to match children's interests and learning needs. This supports them to feel safe and secure. Children respond to the childminder's high expectations and behave well. The childminder reminds them to say 'please' and 'thank you' and encourages them to take care of their environment.

Children make good progress in the nurturing environment created by the childminder. Children get along well together and are learning to develop positive relationships with their friends. Each child has a display of photos of their family members and pets. They can talk about people who are special to them and their friends. They are learning about what makes them special and unique. Children enjoy regular outings and weekly visits to the local library and toddler group. This gives them the opportunity to socialise in larger groups of children.

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

- The childminder regularly shares stories with children. She reads to them with expression and joy. Children giggle with delight as they join in with refrains in familiar stories. The childminder talks about the unfamiliar words in the story. Children are developing a love of books and expanding their vocabulary as they read together.
- The learning experiences offered to children support them to make progress in all areas of the curriculum. The childminder finds creative ways to extend their interests and maximise their learning. For example, she built on children's interest in castles by creating a large cardboard castle as a focus for their play. This helps children to develop their ideas and extend their thinking.
- The childminder takes every opportunity to chat with children about what they are doing. Children listen to the sounds their feet make as they walk on frozen grass in the garden. They look closely at ice crystals using a magnifying glass. As they talk, the childminder gives them additional words to describe the things they hear and see. This supports children's communication and language development.
- The childminder effectively promotes children's physical development. They enjoy balancing and climbing on a large tractor tyre in the garden. Children develop their coordination in a range of ways, such as creating symmetrical patterns with small petals and leaves. This helps children to make precise movements, and also promotes their mathematical understanding.
- Parents and carers describe the childminder as 'really special'. They report that

their children love spending time with her. Parents are well informed about their children's progress. They value the opportunities that they have to share learning experiences with their children. The children nurtured caterpillars and watched them become butterflies. When the butterflies were released into the garden, parents were invited to come along and share in the excitement. This helps parents to support learning at home.

- The childminder recognises the importance of helping children to manage their feelings. She has developed a cosy space for children to relax in. Here, they share stories that explore emotions and help children to express themselves.
- The childminder is dedicated to providing memorable learning experiences for children. She regularly reflects on her practice in order to strive for improvement. Surveys are provided for parents to offer feedback. As a result, the childminder has developed plans for an outdoor canopy to maximise the use of the outdoor space in rainy weather.
- The childminder is quick to respond to children's requests for help and support. However, they are not consistently encouraged to keep trying to achieve things for themselves. This sometimes means that the children lose concentration and fail to persevere with more challenging tasks.
- The childminder works in partnership with other settings to make sure that information is shared when necessary. This leads to continuity in learning and progress for children as they transition between settings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises the safety and well-being of the children in her care. She regularly accesses training in order to maintain a broad knowledge of safeguarding issues. She recognises signs which may indicate that a child is at risk of harm and knows what steps to take in order to protect them. Children are well supervised. The childminder supports children to think about ways to keep themselves safe. For example, she reminds them to move carefully on an icy path. The childminder uses walks and outings to support children with developing an understanding of road safety. The premises are safe and secure.

What does the setting need to do to improve?

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

- continue to build on children's independence skills so that they become fully engaged in their play and persevere when things get difficult.

Setting details

Unique reference number	EY247961
Local authority	Lancashire
Inspection number	10264183
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	2 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 June 2017

Information about this early years setting

The childminder registered in 2003 and lives in Leyland, Lancashire. She operates all year round, from 8am to 5pm, Monday, Tuesday, Wednesday and Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Dawn France

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 that it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and children.

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 2022