

# Childminder report

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Inspection date:

26 July 2022

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in the care of the dedicated childminder. They are settled and extremely confident. Children show kindness to each other as they share their toys. Older children remind younger children to be careful near the building bricks. Children behave exceptionally well. The childminder is an excellent role model and has high expectations for all children. This helps children to feel safe and secure. The childminder is remarkably passionate about providing the best possible experiences for the children. This shines through in her interactions with all children. Children demonstrate an exceptional sense of belonging. This is evident when they show great excitement as the childminder cuts into an apple, asking if they would like the skin peeled in a long worm. Children are gleeful when it opens into one big curl and eagerly eat all the peel.

Children of all ages are confident communicators and pay attention to stories exceptionally well. They have ample opportunities to use language, and the childminder skilfully extends their vocabulary with new words during all activities. Children recreate what is happening in the story and repeat new words with enthusiasm. This helps children to develop a love for reading and progress their language skills. The childminder ensures that children have the right skills to help them make a smooth transition on to school and make excellent progress in their learning.

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

- The childminder is an exceptional practitioner who places children's needs at the heart of her practice. She tailors the curriculum to meet children's precise needs, interests and what they need to learn next. The childminder implements exciting opportunities for children to build on what they know and can do. For instance, children recently experienced and enjoyed a local planting 'let's grow' session. They learnt about the different fruit trees and planted some with the childminder and other people who live locally. This helps children gain a sense of belonging within the local community.
- Children adore books and stories. They spontaneously quote passages and phrases from favourite books while they play. The childminder provides excellent props to bring stories to life. Children use these to retell stories by themselves. Children excel with their early reading skills and cherish their favourite books. They are able to recall complex storylines. For example, they flip rapidly through the pages of the book 'The Gruffalo' to find the page where the character's features are described. They animatedly recite the colour of his eyes and prickles on his back and point to their knees and nose when explaining the correct areas. Children's literacy skills are superbly promoted.
- The childminder introduces children to mathematics in meaningful ways. She

consistently uses mathematical language while children play to help them understand concepts, such as height, weight and position. Children develop a love of counting and order. For example, children ask the childminder to draw 13 legs on their chalk-pavement dinosaur. The childminder asks how she will fit three more on when they only have 10 and no space left. This helps children to learn about different mathematical concepts.

- Children's behaviour is excellent. The childminder successfully reminds children how to behave, such as asking their peers before taking a toy. Children clearly understand the rules and expectations for behaviour. The childminder helps them to reflect on and understand the needs of others. She recognises and values children's unique characters and personalities.
- Parents speak exceptionally highly of the childminder. The childminder regularly shares information about children's changing needs. Parents are extremely positive about the care that their children receive. For example, parents comment that their children are 'flourishing'. They praise the childminder for the 'enriching' activities which she offers children. Her exemplary partnership with parents makes sure that opportunities for children's learning are maximised at home and in the setting.
- Children have wonderful opportunities to develop positive attitudes towards nutritious foods. This is evident when children respond to the childminder's extremely relaxed and positive attempts to get them to taste new foods at mealtimes. The childminder provides children with excellent experiences that help them to understand where food comes from. For example, they frequently visit the local farm shop and plant, tend and then harvest a range of fruit and vegetables in the childminders garden.
- The childminder regularly refreshes her skills and knowledge by attending training courses, such as developing her understanding to enhance children's literacy. The childminder regularly reflects on her practice to see if any changes are required to support each child's individual needs and interests.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her responsibilities to keep children safe. She ensures that she completes relevant training and updates her knowledge of safeguarding regularly. This includes ensuring that she is aware of incidents and trends in her local area in regard to safeguarding children. The childminder can identify the signs that might indicate a child may be at risk of harm. She knows the appropriate processes to follow should she have concerns about children's welfare. The childminder has robust systems in place to ensure that her premises are safe for children and when going on outings.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY252376                                                                          |
| <b>Local authority</b>                             | Lancashire                                                                        |
| <b>Inspection number</b>                           | 10129025                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 21 January 2016                                                                   |

## Information about this early years setting

The childminder registered in 2003 and lives in Coppull, Chorley. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Suzy Marsh

### 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 her evaluation of the setting.
- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training.
- Written feedback from parents was given to the inspector, who took account of their views.

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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