

Childminder report

Inspection date: 1 June 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 are happy and clearly enjoy their time in the childminder's welcoming home. They feel safe in her care and confidently choose what they want to play with. There is a good range of resources available, which the childminder rotates regularly to maintain children's interest. Children demonstrate confidence and are quick to approach adults who are new to them for hugs.

Children's physical development is particularly well promoted, both inside and outdoors. Children eagerly copy the childminder as she demonstrates how to balance on a 'wobble board'. They laugh as they try to stand on one leg. Children thrive as they run around in the large garden. They are challenged in their development and learn to manage risk as they ride balance bikes around the garden paths. They develop their large muscles as they hang from the rings on the swing frame. Children's overall well-being is very well supported.

The childminder is an excellent role model. Children behave well and have positive attitudes towards their learning. They are keen to live up to the high expectations which the childminder has of them. She constantly offers encouragement and children revel in the praise they receive for their achievements.

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

- The childminder uses children's interests to plan a broad and interesting curriculum. Her continuous observation of children enables her to astutely plan for what she wants children to learn next. The childminder ensures that children's learning is securely embedded. For example, she gives children opportunities to recall and practise the 'repeat the beat' skill, which they recently learned at a music group. Children make good progress in their learning.
- The childminder weaves opportunities for children to develop their mathematical understanding throughout all activities and routines of the day. Children practise counting as they go up and down the stairs. They learn about volume and capacity as they fill and empty containers in the sand pit. This helps children to develop the foundations which they will need as they progress through their education.
- The childminder promotes children's language skills very well. She uses interesting and contextually appropriate words to extend children's vocabulary. For example, she teaches children the words 'canvas' and 'palette' during a painting activity. The childminder fosters a love of books as she reads to children in an engaging manner throughout the day. This helps children to become confident communicators.
- Children visit the library with the childminder where they choose books to take home to share with their parents. This helps parents to extend children's

learning at home. The childminder makes considerable efforts to engage with parents. She communicates using a variety of methods and visits parents at home to discuss children's learning and development. Parents comment favourably on the care and experiences that their children receive.

- Children develop independence skills and healthy habits. They learn to wash their hands regularly and understand why this is important to stop the spread of germs. Children learn about oral health as they brush their teeth after meals. The childminder places a strong focus on toilet training and supports parents to ensure that children develop essential self-care skills in a timely manner. This helps children to develop the skills that they will need as they move on to school.
- The childminder completes some training to support children's needs. For example, she has completed training on 'early years mental health', as she is aware of some children struggling with their emotional health following the COVID-19 pandemic. However, she does not always target training to where she has identified gaps in her knowledge. For example, the childminder is aware that she does not have a sound understanding of how to use technology effectively. This hinders her ability to teach children to do the same.
- The childminder teaches children about the diverse world around them. Children learn about festivals such as Diwali as they visit the childminder's friend during the celebration. They try foods from different cultures and clothes from other countries, such as saris from India. This helps children to learn about how people are different from and similar to one another.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of safeguarding. She understands how to keep children safe, including from radicalisation and extreme views. The childminder understands indicators of abuse and knows the procedures which she must follow if she has a concern about the welfare of a child. She understands what to do in the event of an allegation being made against herself or a member of her household. The childminder completes regular risk assessments to ensure that children remain safe when in her home and when on outings. Her premises are clean, 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:

- focus professional development and training opportunities sharply to raise the quality of care and learning for children even higher.

Setting details

Unique reference number	EY255895
Local authority	Lancashire
Inspection number	10234705
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	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 November 2016

Information about this early years setting

The childminder registered in 2003 and lives in Catterall. She operates all year round from 7.30am to 5pm, Monday to Friday, except for family holidays. The childminder holds a relevant level 3 qualification. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- This was the first routine inspection the setting 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 her premises and discussed the curriculum.
- The inspector held discussions with the childminder and children throughout the inspection.
- Written comments from parents were viewed by the inspector and taken into account.
- The childminder and the inspector evaluated an activity together.
- The inspector observed children at play, teaching practice, and daily routines.
- A sample of relevant documentation was viewed and taken into consideration, including accident records.

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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