

Childminder report

Inspection date: 16 November 2023

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

The childminder provides a homely environment where children feel safe and secure. Children have formed loving bonds with the childminder. They eagerly put out their arms to go to her as they arrive. Children beam with excitement as they see the childminder's family members and enjoy a cuddle with them. The childminder knows children well. Before children start attending, she invites parents to visit with their children and to join her in the community. This helps the children to become familiar with her and enables her to collect information from parents. This supports children to settle quickly.

The childminder plans experiences that consider children's individual learning needs, interests and stages of development. She provides children with daily exercise and fresh air as she takes them to toddler groups, local parks and activities in their community. Children learn about the community in which they live and meet up with other childminders and larger groups of children to develop their social skills. The childminder plans interesting activities for children. They enjoy showing visitors photos of the outings that they have experienced and talk about the fun they had. Children are excited to learn and make good progress in their development.

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

- The childminder understands the importance of developing children's communication and language. She speaks with enthusiasm and expression and uses the correct pronunciation of words. The childminder teaches children a range of well-known nursery rhymes and songs. Children take turns to choose a picture that represents a song and join in with some words and actions. These opportunities help children make progress with their communication skills.
- Mathematics is promoted well through the setting. The childminder provides opportunities to support children's mathematical development through the activities of the day. For example, the childminder encourages children to sort objects into size and shape as they tidy away resources. She sings number songs to promote children's early understanding of number. Children show an interest in mathematical concepts as they count objects in books. They recognise when the clock passes number 2 and shout 'it is 2 o'clock'!
- The childminder values the importance of reading books together with children. Children cuddle up with the childminder and join in with some of the words. Children show a real interest in stories as they explore the pages and ask the childminder to read more books. However, the organisation of the environment does not support children to access books or some other resources independently. For example, there are lots of toys out at once and children have to climb over other resources to get to the books. This does not fully support

children to independently access some resources to support their developing literacy even further.

- The childminder actively encourages children's self-help skills. For instance, children know they need to wash their hands before eating. They cut up their own fruit for snack time and proudly pass this out to their friends. The childminder encourages the children to keep on trying when tasks become difficult. These experiences promote children's self-esteem and self-help skills.
- The childminder has established effective partnerships with parents and other settings where children attend. Parents speak highly of the childminder. They value the regular communication the childminder has with parents to help them to support their children's learning. The childminder links with other settings where children attend to discuss children's next steps. These partnerships help those involved with children to provide a consistent approach to supporting children's progress.
- The childminder meets with other childminders to discuss good practice and any changes to legislation, to keep her knowledge up to date. She undertakes training to help support children's needs. For example, she recently accessed training in how to support children's behaviour. This is beginning to have a positive impact. For example, children benefit from the childminder's clear explanations and support when they become frustrated. However, the childminder does not help children identify their strong emotions. The childminder does not always encourage children to think about how they are feeling.

Safeguarding

The arrangements for safeguarding are effective.

Following a notification of a safeguarding incident, the childminder has taken action. She has updated her knowledge of the local safeguarding partnership procedures and the requirement for reporting allegations made against her or a household member. The childminder is knowledgeable about the signs of abuse and the procedures for reporting concerns. The childminder carries out daily checks on her premises to help her to identify and remove any potential hazards. Children learn to keep themselves safe. For example, they learn about road safety as they go for walks.

What does the setting need to do to improve?

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

- review the organisation of the learning environment to further help children to make choices about their play
- build on opportunities to teach children the language of feelings, and to help them understand their emotions.

Setting details

Unique reference number	EY260375
Local authority	Lancashire
Inspection number	10318993
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 April 2018

Information about this early years setting

The childminder registered in 2003 and lives in Heysham, near Morecambe, Lancashire. She operates all year round from 7.45am until 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector
Rebecca Weston

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 their evaluation of the childminder.
- We carried out this inspection as a result of a risk assessment, following information we received about the childminder.
- The inspector observed the interactions between the childminder and children.
- Children spoke to the inspector during the inspection.
- The inspector and childminder discussed how the childminder organises their early years provision including the aims and rationale for their curriculum.
- The childminder and the inspector carried out a joint observation of a planned activity.
- Parents shared their views of the childminder 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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