

Childminder report

Inspection date:

2 November 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children flourish in the extremely warm and welcoming setting. They have strong bonds with the childminder, who is attentive to their individual needs. The childminder works closely with parents to learn the children's routines. As a result, children settle exceptionally well and are very secure with the childminder. Although the childminder does not always make the best use of her garden, so children access outdoor activities every day, she does provide children with a wide range of valuable learning experiences out in the community. For example, they travel to a playgroup with a wider diversity of children than the local one. They also develop large muscles at the soft play centre and learn about nature in the local park. The childminder is mindful of each child's learning needs when selecting outings. For example, children go to various play parks, where younger children gain confidence in using trampolines and climbing frames with support. They find out what they can do and learn to manage risks. Children also have opportunities to socialise in larger groups and make friends at another local childminder's house. This has been important for some of the children, who have not had these opportunities because of the COVID-19 pandemic. The children show great enthusiasm for the well-planned activities, concentrate well and persevere when encountering difficulties. They talk about what they are doing and ask for help when needed. The childminder skilfully supports the children and they delight in their achievements. Parents offer the utmost praise to the dedicated childminder. They comment that children learn lots, enjoy playing and are safe and well cared for.

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

- The highly observant childminder meticulously identifies children's interests and next steps. She combines her plentiful resources and her teaching skills to extend children's learning. For example, when children use the tools to fix the baby seat, she maintains their interest by suggesting they get the big cars to fix too. She talks to the children, picking out key words to develop their vocabulary. They name tools and talk about what they do.
- The childminder takes great care to plan activities that focus on specific areas of the curriculum, ensuring each child has suitable challenge. Children build on what they know and can do. For example, younger children sort bears and learn to count them accurately. Older children are challenged to match sets to numbers. When they have difficulty, the childminder teaches them to place each bear on the corresponding pictures. As a result, their understanding of number is deeper and they make good progress in readiness for school.
- The childminder has a sharp focus on literacy. Children choose familiar stories and delight in the shared experience of having them read. The childminder extends their knowledge and vocabulary, building a wider understanding of the

world. The children go on trips to further this knowledge, learning words like dandelion and daffodil. Children can talk about what they have read and experienced. The highly nurturing childminder uses what they say to develop their sense of self. Children thrive in her care and their speech is well developed.

- The childminder takes a lot of time to get to know families well. She builds highly trusting relationships with parents that allow any issues or concerns, such as speech delay, to be openly discussed and quickly addressed. The childminder is well informed about special educational needs and/or disabilities from the many courses she has completed. She works with parents and other professionals, such as the health visitor, to identify difficulties that could need further assessment. However, children have fewer opportunities to learn about good oral health.
- Children's behaviour is exemplary. They show a good understanding of routines and respond to requests immediately. At tidy-up time, they look around for what needs tidying and pass items to each other. They have superb manners. The children are learning to share resources because the childminder models how to ask for what they want. She approaches the children at their level and calmly reminds them that they can use words to express their feelings and needs. Children respond by listening to each other and sharing. The childminder reminds them to thank each other. At other times, she gently reminds children that they sometimes need to wait for her. She explains that she is helping someone else, building an awareness of the needs of others.
- The attentive childminder takes every opportunity to praise good manners and ensures older children are mindful of the baby. The children show great care and consideration for her and their peers. For example, when needing to pass the childminder and baby, one child said excuse me and respectfully waited until there was space to pass. In addition, the childminder helps children build a sense of self through talking to each of them about what they prefer and why, and offering choices. The childminder reflects these choices back to the children, celebrating their character. Furthermore, she takes time to build on personal interests and abilities, such as providing opportunities to develop musical talent. Children learn that they are unique individuals and grow in confidence.
- The childminder has failed to notify Ofsted of a change to a household member aged 16 years or older. Although the childminder sought a Disclosure and Barring Service check for the individual, Ofsted have been unable to carry out all required checks to determine their suitability. The childminder took immediate action at the inspection to address this and the individual does not have unsupervised access to children to ensure their safety and welfare.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training to keep her safeguarding knowledge up to date. She has completed more than the mandatory training and knows what would cause concern for a child's welfare. She is aware of what to do if concerns arise and who to contact for advice. The childminder has due regard for

issues, such as radicalisation or cultural practises that are harmful. The childminder is always with the children, reminding them of the setting rules that keep them safe.

What does the setting need to do to improve?

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

- use recent training about promoting oral health to support children in learning how to take care of their teeth.

Setting details

Unique reference number	EY264648
Local authority	Lancashire
Inspection number	10129030
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	7 to 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	18 February 2016

Information about this early years setting

The childminder was registered in 2004 and lives in Clayton-le-Woods. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Susie Millward Sampson

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 inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The inspector looked at a range of documentation provided by the childminder.
- The inspector and childminder jointly observed children's play and learning.
- The inspector talked to children about their time at the childminder's.
- The inspector read comments from parents and spoke on the telephone to one parent.
- The inspector observed care and hygiene routines.
- The inspector looked around all areas in use for childminding and listened to the childminder's intentions for learning in each area.

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 2021