

Childminder report

Inspection date: 1 August 2023

Overall effectiveness	Outstanding
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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 have great fun with the childminder. She is extremely kind and caring, and the children adore her. The childminder gives the children lots of love and individual attention. This helps them to feel happy, safe and very secure in her care. The childminder provides children with an exceptional range of experiences that build on their interests and inspire further learning. For example, when children display a keen interest in birdwatching, the childminder helps them to identify the different birds they see by matching them to pictures in a book. Additionally, she provides recorded sounds of different bird songs and encourages children to listen carefully. Children are fascinated by the different birds they see and hear. They demonstrate exceptionally keen attitudes to learning. The childminder consistently delivers what she wants children to learn.

The childminder focuses closely on making sure that all children get the best start in life. For example, in her role as a local councillor, she has secured funding for a local park upgrade. The childminder has actively involved children in the setting to choose the type of play equipment to be installed, making sure that consideration is given to children with disabilities. This supports children to learn to respect one another and value where they live. Children's behaviour and social skills are developing exceptionally well. They know that the childminder listens to their ideas, and they develop high levels of self-esteem. The childminder sensitively supports children to work out how to take turns when playing. Children are kind, patient and learn how to be considerate to their friends. They are extremely well prepared for the next stage of their education.

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

- The childminder makes excellent use of her high level of qualification and wealth of experience to help children build positive attitudes and behaviours. For instance, when children encounter difficulties as they play with small interlocking bricks, they persevere and work through the problems. They show high levels of maturity as they continue to experiment with how they can recreate a circus tent. The childminder praises and helps children to recall previous knowledge. This helps children to succeed.
- The childminder provides excellent opportunities for children to learn outdoors and be physically active in the fresh air. The curriculum for understanding the world is particularly strong. The childminder takes children on lots of visits, including to farms and gardens. Children look at wild flowers, and the childminder talks about which are in abundance and can be picked. She also explains which are planted from bulb and are not self-seeding. Children develop highly respectful attitudes for nature and living things.
- The childminder has formed strong bonds with children, which empowers them

to engage confidently with her. She models respectful and collaborative ways of interacting. Children demonstrate high levels of confidence and kindness. For example, children ask if they can help others to build using their bricks. They also alert the childminder if they think another child is struggling to interlock the bricks. The childminder is skilful at building children's confidence and persistence. They share and remain focused for long periods of time.

- The childminder has high expectations for children and encourages self-care as early as possible. Her care practices are highly effective. Children know how to wash their hands independently at the sink. They make choices about what they eat, and they sit at the table to cut up their strawberries by themselves. The youngest children feed themselves with confidence. Afterwards, older children say that their hands are 'sticky' and instinctively go back to the bathroom to wash them. These very well-embedded routines support children to understand how to keep themselves safe and healthy.
- The childminder gives high priority to promoting equality and diversity. For example, she uses puppets to engage children when she tells stories that explore different family structures and promote inclusivity. The childminder also reads carefully selected books about global festivals and celebrates Chinese New Year and the Greek custom of name days. They explore authentic foods and traditions and learn new vocabulary. This helps to educate and prepare children for the culturally diverse modern world.
- The childminder is extremely passionate about child development. She places a high focus on continued professional development and research. She constantly identifies ways to improve and further meet the needs of the children. She works closely with the local authority and uses her expertise to support other practitioners, such as mentoring childminders who are new to the role. The childminder's training has a hugely positive impact on the learning of the children in her care and beyond.
- Partnerships with parents are exceptional. The childminder, parents and other settings that children attend share information. This excellent communication helps the childminder to accurately assess how to meet each child's individual needs. Parents report that the bespoke daily handover from the childminder helps them to support their children at home. They also explain that the children really enjoy trips out into the local community that inspire their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places the highest priority on keeping children safe and ensuring that their well-being is supported. She has an excellent awareness of local issues and risks to children. The childminder's training is up to date, and she demonstrates that she is able to identify and report children who may be at risk of neglect, abuse, grooming or exploitation. The childminder understands her duty if an allegation is raised. She ensures that she follows robust risk assessments in her home and on outings to help maintain a safe learning environment for all children.

Setting details

Unique reference number	EY264694
Local authority	Lancashire
Inspection number	10280736
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 September 2017

Information about this early years setting

The childminder registered in 2003. She operates all year round, from 8am to 6pm, Monday and Tuesday only, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6 and early years professional status. She receives funding to provide free early education for two-, three- and four-year-old children.

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 provider and has taken that into account in her evaluation of the provider.
- The inspector spoke to the childminder and the children at convenient times throughout the inspection.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting, which the inspector took account of.
- 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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