

Childminder report

Inspection date: 23 June 2022

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 at this highly stimulating setting. The childminder has the highest expectations of what every child can achieve. Children are exceptionally happy at the setting and make excellent progress from their starting points. They are confident communicators and excitedly talk to visitors about the activities they most enjoy. Children are fully engaged during stimulating learning opportunities which capture their imaginations and support them to develop impressive early language skills. For example, children fluently explain that they need to 'roll' and 'squeeze' the dough as they work together to create a 'birthday cake'. They independently and enthusiastically discuss the gems and shells they will add and feathers to make it 'just perfect'. Children are motivated learners. They remain highly focused in activities of their choosing for long periods of time.

Children form tremendously close relationships with the childminder. They respond positively to the childminder's high expectations and aspirations for them. As a result, children behave impeccably. The childminder gives children individual attention, praise and cuddles, which supports them to feel happy, safe and secure. This helps to develop children's confidence and self-belief. The childminder reads age-appropriate books to underpin children's understanding of different emotions. She teaches children about feelings, which increases their emotional literacy.

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

- The exceptionally passionate, experienced and professional childminder has worked tirelessly to provide children with the best start to their early education. She provides children with vast opportunities for play and development within the environment. The childminder uses her observations of children and their previous learning to plan and create exciting experiences. The childminder is acutely aware of what children can do and is able to identify ways to support them quickly and skilfully. Children's progress is rapidly moving forward and they display a real enthusiasm for learning.
- The childminder meticulously reflects on her own practice. This is sharply focused on continually building on the overall quality of education and her curriculum. The childminder demonstrates an excellent commitment to her own professional development. She is eager to further expand her knowledge through targeted training and research.
- Children's early literacy skills develop exceptionally well. Children choose from a vast variety of books and adore reading. They become immersed in their favourite stories and repeat familiar words and phrases enthusiastically. For example, they excitedly join the childminder in 'tapping' or 'jiggling' the book, and bounce up and down in pure excitement and anticipation to see what is happening next.

- Mathematical language and counting are incorporated extremely well into children's play and activities. For example, children have small wooden boats with matching wooden characters which need to sail to the matching island. This ignites children's interest. Children recognise the dice number and match this to the boat to sail. They are extremely enthusiastic to use these with the childminder and each other, counting dice spots, matching number and achieving their goals. The childminder expertly builds on this to fully engage the children as they count forward and back, checking how many they have left as one is taken away. This helps develop key skills in mathematical learning.
- When some children did not attend, due to the COVID-19 pandemic, the childminder kept in very regular contact with families. She visited homes with her dog when possible and provided a range of activities and resources to help families continue their children's learning at home. When children returned but parents could not enter the setting, the childminder made great use of her outdoor canopy to provide shelter for discussions to take place at the door.
- Children develop excellent self-care skills and benefit from lots of outdoor play, healthy routines and physical exercise. They learn about the importance of strong hygiene practices and regularly wash their hands. The childminder provides children with nutritious, healthy meals and snacks. Children utilise all areas of the outdoor facility. They pretend they are dolphins by the wooden boat, build homes in the sand for safari animals and make full use of their playhouse. These opportunities build on their strong physical skills and personal development.
- The childminder's ongoing assessments of children are highly effective. She collaborates with parents on a very regular basis to ensure children's development is accurate. Parents provide glowing praise for the childminder. The childminder also organises for school staff to visit children in her home to get to know them when it is time for them to move on. Parents report that children look forward to starting school and older children enjoy school life with high levels of confidence from the beginning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an excellent understanding of safeguarding issues. She keeps her knowledge and understanding fresh and up to date by attending regular training sessions and doing her own research. The training covers a wide range of issues, including the 'Prevent' duty and county lines. The childminder can confidently identify signs and symptoms that may indicate abuse or neglect. She fully understands the procedures to follow in the event of any concern about a child or an adult. Children's safety is paramount. The premises are safe and secure. Children are encouraged to take controlled risks in their play and exploration. The childminder is highly vigilant and conducts thorough risk assessments of her home and any outings that children take part in.

Setting details

Unique reference number	EY265940
Local authority	Lancashire
Inspection number	10129031
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	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 April 2016

Information about this early years setting

The childminder registered in 2003 and lives in Colne. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant 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 COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken it into account in her evaluation.
- The childminder and the inspector completed a learning walk together to discuss the learning environment and how the curriculum is organised.
- The inspector spoke to children and the childminder at appropriate times throughout the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read written feedback from parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the childminder's interactions with children during the inspection.

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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