

Childminder report

Inspection date: 26 April 2023

Overall effectiveness	Outstanding
------------------------------	--------------------

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder gives exceptional thought to her planning of rich, innovative and highly challenging activities and experiences. She builds wonderfully on what children already know and can do. Children become excited and deeply engrossed in their play. They are motivated, confident and access a first-class range of resources. The environment is safe, highly welcoming and supports learning superbly.

The childminder has high expectations for children. Children develop a wealth of astounding knowledge, language and skills, and they show awe and wonder. For example, children talk about the invisible wind moving the branches of the trees and the clouds. The discussion expands further, and the childminder reminds them of previous learning about hurricanes and tornados. The children make excellent connections in their learning. When they wash their hands and watch the water drain away, they squeal with delight and exclaim, 'The water is like a tornado'.

The childminder is an excellent role model, and children clearly feel safe with her. She treats children with respect and celebrates difference superbly. For example, the childminder reads stories about a princess who only has one arm. The children enjoy thinking about the reasons why the princess has just one arm and how she can still achieve amazing things. Children play happily and are incredibly confident. For example, they use tools and equipment to make a dairy-free carrot cake for a parent's birthday. They use a sieve to sift the flour. This is done with skill and precision, which is encouraged and celebrated with the children.

The childminder is very skilled and sensitive when helping children who sometimes struggle to manage their behaviour. Children are guided by the childminder, who uses highly effective strategies to promote behaviour. This approach is so successful that, despite their struggles, as soon as they are reminded, the behaviour demonstrated by them is exemplary. The childminder's excellent support makes a significant difference to early outcomes for children.

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

- The childminder has an exceptional understanding of how children learn and how to reinforce and build on children's knowledge and experiences. Consequently, children retain what they have learned and are amazingly prepared for their future learning. For example, the children explain why it is important to brush their teeth and why they must not eat too many sweets. They explain that they may 'get cavities in their teeth and will need to go to the dentist'.
- The childminder's excellent commitment to continuous professional development

positively impacts on practice. During the COVID-19 pandemic, families and children faced exceptional challenges. The childminder conducted her own research, attended training and sought advice from other professionals to support the families and children in the best way possible. The childminder is highly skilled in supporting families and children who need extra support due to her caring and nurturing manner and her wide knowledge.

- Children have magnificent early speech because the childminder provides a language-rich environment. She enhances this through her exceptional interactions with the children. Children express themselves fluently, using remarkable grammar and vocabulary. They explain to the inspector that there will be a celebration because of the coronation of the new king. They show the inspector a coin showing the new king's head.
- Children have excellent emotional attachments to the childminder, who provides nurturing and consistent care. She lovingly acknowledges when children are scared by a wolf in a story. The childminder helps children to manage these feelings with a soothing and reassuring voice as they snuggle up to her. This makes a significant difference to their emotional well-being.
- Children develop excellent physical well-being and are physically active. For example, they freely access the outdoors and take part in events such as 'puppy picnics' with soft toys. They also grow sunflowers and fruit and vegetables, which they can take home to share with their families.
- Partnerships with parents are exceedingly strong. The childminder goes above and beyond to provide children and families with the very best care. Parents speak highly of the childminder and value her support and input into their children's learning. The childminder makes excellent use of her knowledge and skills to support and guide parents. For example, she supports them to understand food allergies and to implement consistent methods for helping children learn how to regulate their behaviour and emotions. Parents state that communication is 'always great' and that they 'would be lost without her'. This sharing of information further supports a consistent approach to children's ongoing development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extremely secure knowledge and understanding of her role in protecting children from possible harm. She has a highly proactive attitude towards professional development. The childminder ensures that she is fully aware of any changes in practice or legislation and implements any updates immediately. She targets her training precisely, resulting in an extensive knowledge of highly relevant matters. This helps to keep children safe and support their well-being in the best way possible. The childminder demonstrates an impressive confidence when discussing possible signs that would give her cause for concern. She is extremely clear about the procedures she would follow, if necessary, to ensure children's safety.

Setting details

Unique reference number	EY266090
Local authority	Lancashire
Inspection number	10280016
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	4 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	6 September 2017

Information about this early years setting

The childminder registered in 2003 and lives in Walton-le-Dale, Preston. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for family holidays.

Information about this inspection

Inspector

Emma Barrow

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.
- The childminder talked to the inspector about her curriculum and what she wants her children to learn.
- The inspector talked to the childminder and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the childminder with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of those who live in the household.

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 2023