

Childminder report

Inspection date: 29 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 well-qualified, experienced and skilled childminder supports children to develop high levels of self-confidence and develop a positive attitude to learning new skills. Children persist at activities, solve puzzles and become engrossed as they feel the texture of rice and describe how it feels. Older children relish the challenge of more-complex tasks, such as intricately filling containers and funnels. Children are encouraged to use their critical thinking skills. For example, they work out how to make the rice go through a narrow funnel by poking it with a stick. More can be done to extend opportunities for children to complete tasks in their own time and further consolidate their learning.

Children behave impeccably and conduct themselves with a maturity beyond their young years. This is because the childminder implements consistent, fair and age-appropriate rules and boundaries. The childminder's calm and patient manner supports children to maintain high levels of concentration. All children, including those who receive additional funding, make good progress. Some children make better than good progress in mathematics and literacy. The knowledgeable childminder reflects on all aspects of her provision. She values the views of parents and children, and makes beneficial changes. Parents are extremely happy with all aspects of her provision.

The learning environment is organised to support children to extend their independence and they freely choose what they want to play with. There is scope to create more challenge at mealtimes to enhance children's self-help skills even further.

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

- The childminder has used recent training in literacy to enhance her already well-balanced and meticulously planned curriculum. The impact of this is clearly visible in the progress children make in this area of learning. For example, older children blend letter sounds and use magnetic letters to spell out their names. Younger children are given the opportunity to talk about their play and the childminder helps them to correctly pronounce words. Babies make good eye contact with the childminder and mimic the noises and sounds she makes.
- Children love books, and this is fostered well by the childminder. Older children independently look at books and enjoy talking about their favourite characters. All children benefit from the childminder's expressive reading. This helps to capture children's attention and helps them to develop good listening and attention skills.
- The learning environment is used well to ensure children have a wealth of toys and resources that cover all areas of learning. Children particularly enjoy

exploring a tray of rice as they pretend to make food in the 'Chinese restaurant' role-play area. Consideration is given by the childminder to enable children to follow their own thinking. For example, she allows children to take off their socks and explore the texture of the rice with their bare feet. However, at times, she brings activities to an abrupt end, for instance to give children a snack. This means children do not have the opportunity to consolidate their own learning and maintain their high levels of involvement and concentration.

- Children develop well in mathematics. This is because the childminder makes the most of every opportunity to incorporate mathematical learning in all aspects of children's play and through routine times of the day. Older children demonstrate their robust understanding of number concepts as they complete simple addition and subtraction sums. Younger children sing number songs and are encouraged to count out objects as they play and name shapes in the environment.
- Overall, the childminder supports children's independence well. Older children manage their own personal hygiene needs and younger children and babies are developing skills, such as feeding themselves and drinking from a cup. That said, more can be done to support children's self-help skills at these routine times of the day, particularly older children as they prepare for school, for example allowing children to select and chop their own food and pour their own drinks.
- Children behave exceptionally well and are extremely polite and helpful. Children enjoy attending playgroups, and go on welly walks and days out to places, such as the seaside. This supports children's physical good health and allows them to undertake safe risks. Topics such as 'Chinese New Year' and the 'arctic' help children to develop an awareness of other cultures and living things.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is safe and secure. She robustly implements her own risk assessments to ensure children are kept safe both in her home and when on any outings. She has thoroughly considered the impact to all children on days when she adjusts the adult-to-child ratio requirements. This means she can provide safe and consistent care to all children. She has a deep understanding of child protection, safeguarding and wider safeguarding issues. She knows what to do should she have any concerns about a child's welfare or an allegation is made about herself or another adult living in her home.

What does the setting need to do to improve?

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

- provide more time for children to be able to complete activities in their own time and consolidate their learning
- create more opportunities during mealtimes for children to extend their self-help

skills to help them be even better prepared for later learning and school.

Setting details

Unique reference number	EY271998
Local authority	Lancashire
Inspection number	10064141
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	27 August 2015

Information about this early years setting

The childminder registered in 2003 and lives in Haslingden. She operates all year round, Monday to Friday, from 8am until 5pm, except for bank holidays and family holidays.

Information about this inspection

Inspector
Donna Birch

Inspection activities

- The childminder and the inspector completed a learning walk of the childminder's home and discussed the learning intentions and opportunities available for children on the day of the inspection. The inspector also spoke to the children throughout the inspection.
- The inspector observed activities and assessed the impact these have on children's learning.
- The childminder took part in a joint observation with the inspector and discussed this with her.
- The inspector checked relevant documentation. This included evidence of the suitability of other household members.
- The views of parents were considered by means of written feedback provided on the day.

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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