

Childminder report

Inspection date: 16 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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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

Children are settled, happy and safe at the childminder's home. The childminder spends time getting to know children through settling-in sessions at the very start of their journey with her. She seeks information from parents, including milestones that their children have achieved. The childminder uses this information to track children's progress and plan activities to support their learning.

The childminder supports children's communication and language skills extremely well. For example, she asks open-ended questions to encourage children to think about their answer. The childminder also gives them time to respond. When talking to the children, the childminder uses clear speech and emphasises the correct sounds in order to develop children's speaking skills. Children greatly enjoy looking at books and listening to stories. The childminder uses non-fiction books to help to develop children's understanding of the world. Consequently, children are building their vocabulary and developing their speech and language skills.

Children understand the expectations of the childminder, who is a positive role model to them. Children say 'please' and 'thank you' because they hear the childminder use her manners. Children have secure relationships with the childminder and seek her out for reassurance should they need it. The childminder praises children for their achievements and efforts. For example, children are eager to receive a star, which they post into the reward box. Children behave very well.

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

- The childminder provides opportunities for children to develop their mathematical skills. For example, she challenges them to build tall towers and encourages them to count how many blocks they have used. Children excitedly tell her that they have used '20 blocks' for their 'huge tower'. As a result, children are making good progress with their mathematical development.
- Parents are kept up to date and well informed about their children's progress and development. The childminder shares strategies with parents to help to support their children's speech and language development. This provides a consistent approach for children. Parents say that the childminder is caring and their children enjoy attending the setting. Children and their families are supported well because of the positive partnerships fostered by the childminder.
- In the main, the childminder carefully plans the experiences that she offers to meet the children's interests. However, the curriculum is not always sequenced precisely to support children in their learning. For example, basic jigsaws provided for older children do not offer sufficient challenge for them. Similarly, activities for babies are too advanced. Therefore, children do not always fully engage with all the activities provided.

- The childminder ensures that her mandatory training is up to date, including her paediatric first-aid qualification. This means that she is able to deal with any accidents that may occur. She regularly meets with local childminders, where they reflect on their practice and share new ideas. However, the childminder has not focused on her continued professional development. Therefore, she does not build on her knowledge and skills in order to continuously improve the quality of learning experiences for children.
- The childminder takes children on outings in the local area. She teaches them how to keep themselves safe when crossing the road. The children enjoy visiting the various groups they attend each week. This provides additional opportunities for the children to continue to develop their social skills and make friends.
- The childminder provides healthy snacks and meals for the children. They enjoy helping her to choose what they would like from the options she gives them. Children choose to drink juice with their main meals and are offered water with their snacks and throughout the day. Consequently, children are learning about the importance of adopting healthy lifestyles.
- Babies enjoy their time with the childminder. They show great delight as they dance along to the music and explore the musical instruments. Babies enjoy posting shapes into the shape sorter and smile when they succeed. They pull themselves up using furniture, which helps to strengthen their legs in readiness for walking. Babies are settled and develop lots of confidence as they begin to do things for themselves.
- The childminder teaches children from an early age about the importance of washing their hands. Children do this naturally before they sit down to eat and after going to the bathroom. As a result, the childminder's efforts to support children to follow good hygiene practices are effective.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge and understanding of how to safeguard children are good. She knows who she should contact if she has any concerns about a child or should any concerns be raised about her or a family member. The childminder completes safeguarding training regularly to keep up to date with local procedures. She recognises possible signs that could indicate that children are at risk of being exposed to extreme views or behaviours.

What does the setting need to do to improve?

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

- provide children with learning opportunities that build on what they know and can do
- improve knowledge and expertise, to help further enhance the quality of

education.

Setting details

Unique reference number	EY276692
Local authority	Lancashire
Inspection number	10308150
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	0 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 March 2018

Information about this early years setting

The childminder registered in 2004. She lives in Nelson, Lancashire. She operates all year round from 8pm until 5pm, Monday to Thursday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Martin

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 inspector observed the interactions between the childminder and children and evaluated the impact that these have on children's learning and development.
- The inspector reviewed written comments by parents about their experiences of care and education with the childminder.
- The childminder and inspector held discussions to assess the effectiveness of safeguarding processes, self-evaluation and training.
- The childminder showed the inspector the premises indoors and outdoors, and they discussed how the spaces are used for the children.
- A joint evaluation of a teaching activity was carried out by the childminder and the inspector.
- The childminder discussed with the inspector how the early years provision and the curriculum are organised.

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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