

Childminder report

Inspection date: 4 April 2022

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time in the childminder's safe and welcoming home. They have formed strong bonds and a good relationship with her. This has helped children to adapt to parents not entering the premises due to the restrictions as a result of the COVID-19 pandemic. Children display high levels of confidence and an eagerness to learn as they access a good range of toys and games. They excitedly select their much-loved activity 'what's in the bag?'. They demonstrate their developing vocabulary as they choose nursery rhymes from the bag. Children beam with confidence and excitement and are given lots of praise and encouragement by the childminder. She brings rhymes to life by helping children to do the actions as they sing songs, such as 'Miss Polly'. Children gain a love of books. They invite the childminder to read to them and joyfully predict what happens next. This helps support their literacy skills in readiness for school.

The childminder carefully models correct pronunciation. As a result, children are supported to become self-assured communicators. Children are confident in expressing their emotions, as the childminder encourages them to talk about why they may feel happy or sad. Children know and understand expected behaviours. For example, they willingly tidy away the toys, take turns and share equipment. They use impeccable manners as they say 'please' and 'thank you' and know to be kind to each other.

The childminder is acutely aware of the skills children have missed out on due to the COVID-19 pandemic. They benefit from her support and gaps in some areas of learning, such as social and communication skills, are now closing. As a result, children are making secure progress.

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

- Overall, the childminder evaluates her provision well. She has acted on the actions and recommendations from her previous inspection. The childminder now has all the required records and information about children's individual needs available. She accesses training to keep up to date with changes in legislation and safeguarding issues. This demonstrates the childminder's commitment to continuous improvement.
- The childminder accurately assesses and tracks children's progress. This enables her to be clear about what children need to learn to narrow any gaps and support their best possible progress. The childminder has high expectations for all children and provides a range of activities that ignite their interests. Children demonstrate that they are motivated and enthusiastic to learn.
- The childminder promotes healthy lifestyles for children. The children enjoy trying an array of different healthy foods, freshly prepared by the childminder.

She provides activities to help them learn how to clean their teeth. The childminder also encourages parents to take their children to the dentist regularly. This supports children's oral health.

- The childminder helps children to manage their behaviours well. She gives clear explanations in a positive way when they display unwanted behaviour. For example, the childminder asks children not to throw toys as they may break them. As a result, children know and understand how to follow rules. They are well behaved and respectful of each other's feeling and the equipment.
- The childminder provides children with opportunities to sample foods from other countries and talks about some cultures different to their own. However, this does not help children to learn about other faiths or beliefs, or gain an awareness of similarities and differences between themselves and others in any great depth. This restricts their learning about life in modern Britain.
- Due to the pandemic, some children have become less confident in meeting up with play mates and how to enjoy being outdoors. The childminder recognises this and provides good opportunities for children to visit local parks and access her well-resourced garden. Children develop good physical skills as they practise balancing and climbing. The childminder has reintroduced going to local playgroups and meets other childminders for afternoon tea. This helps children to feel reassured about playing with other groups of children and they are gaining more confidence in their socialisation skills.
- The childminder provides rich opportunities for children to gain skills in mathematics. Older children select games that encourage them to compare weights and measure quantities. Younger children demonstrate their counting skills when singing songs and can sequence items in order of size and shape.
- Partnership working is strong, and the childminder has formed good links with local schools and other settings that children attend. She shares information about children's progress and learning expectations. As a result, children benefit from a smooth learning journey and are prepared for the transition when they eventually go to school. Parents are complimentary about the childminder. They comment that she provides 'a warm, loving family environment'. They state that their children are 'making significant progress in a short time'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge and understanding of safeguarding. She is aware of signs and indicators of potential abuse. She has clear procedures in place in the event of a concern about a child's safety and well-being, or following an allegation against herself or a household member. The childminder keeps her safeguarding knowledge up to date. She has completed relevant training regarding modern-day issues, such as online bullying and knife crime. She has robust risk assessments in place for all aspects of her provision to ensure that children are safe in her care at all times. The childminder teaches children about stranger danger and road safety. This helps children to gain an understanding of how to keep themselves safe.

What does the setting need to do to improve?

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

- further enhance opportunities to help children gain a greater awareness of similarities and differences between themselves and others to help them learn more about life in modern Britain.

Setting details

Unique reference number	EY281981
Local authority	Blackburn with Darwen
Inspection number	10213519
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	13 October 2021

Information about this early years setting

The childminder registered in 2004 and lives in Darwen. Her provision operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

Information about this inspection

Inspector

Alison Tranby

Inspection activities

- The childminder showed the inspector her premises and discussed how she keeps children safe.
- The inspector observed the childminder's interactions with the children throughout the inspection.
- The childminder discussed her intentions for children's learning with the inspector.
- The inspector spoke to the children and the childminder at appropriate times during the inspection.
- The childminder and the inspector evaluated an activity.
- Consideration was given to parents' written comments.
- The inspector viewed a sample of documentation, including attendance registers and children's records.
- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.

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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