

Childminder report

Inspection date: 18 July 2024

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

The childminder offers a warm and family orientated environment. Children move around the setting with ease, choosing resources, accessing a drink of water or singing to themselves. Children demonstrate that they feel safe and secure. Children have built close attachments with the childminder and enjoy warm hugs and humorous exchanges. The childminder understands children's unique individual needs and supports them to gain confidence in different situations. For example, she supports children to taste different foods and experience a range of textures as they eat.

The childminder has developed a creative curriculum, which engages children in interesting learning opportunities. She observes children as they play and plans activities to support their natural interests. For example, children enjoy giving dinosaur figures a bubble bath. As they play, the childminder talks about different parts of the body, which supports their communication and language. Children are active and enthusiastic learners, they access a wide range of learning opportunities to support their development. All children make good progress.

There is a strong focus on supporting children's emotional well-being. The childminder encourages children to think of how others may feel if they do not share resources. The childminder has high expectations for all children and is a positive role model. Children are beginning to understand their emotions and the impact of their behaviour on others.

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

- The childminder has built a curriculum which builds on children's skills and allows their learning to be sequenced. For example, younger children hold onto furniture as they begin to take their first steps, while older children use knives to butter their toast at snack time. Opportunities like these help children to develop their independence and build their physical skills.
- Communication and language are promoted well. The childminder provides a running commentary for children, asks children questions and introduces new vocabulary. For example, children watch a video about snorkelling and learn the names of animals, such as 'angel fish' and 'seahorse'. This helps children to understand new words and to put them into context when they are talking.
- Children access a range of learning opportunities based on their interest and the childminder's knowledge of what they need to learn next. While the childminder encourages children to make choices about what they would like to play with, she sometimes guides children's play with her own ideas a little too often. At times, this hinders children's play and opportunity to explore.
- Children who speak English as an additional language are supported well. The

childminder carefully considers the different ways she can support children to acquire confidence when speaking. She works closely with parents to identify and understand children's communication needs. This helps to support all children to build confidence in their language skills.

- Children are supported to appreciate healthy lifestyles. They enjoy walks in local woodland and visit local parks. Children independently discuss that we need to wash our hands and teeth to get rid of germs. They enjoy song and dance sessions as they joyfully dance around playing musical instruments. These opportunities help children to value the importance of exercise and staying healthy.
- The childminder offers children lots of different opportunities. For example, children enjoy riding in an open topped bus, visit the library and play instruments from other countries. Children visit playgroups and explore special days from different cultures. This supports children to build friendship groups, understand their local community and appreciate the diverse world we live in.
- Partnerships with parents are strong. The childminder offers some of her policies in dual languages, asks parents to contribute to processes of assessment and invites them to take part in first-aid lessons. Parents are very complimentary. They state that the childminder 'encourages confidence' and 'children are in a good position to start school'. These partnerships help to provide a consistency of care for children.
- The childminder is proactive in making links with other professionals. She invites teachers into her setting as children prepare to go to school and shares information with other professionals who also care for children, such as nursery staff. These partnerships help support children as they transition to school.
- The childminder values continued professional development. She undertakes training, talks regularly with other childminding professionals and receives support from local authority advisors. She regularly reflects on her practice and evaluates how she can make improvements. This supports the childminder in developing her knowledge, so she can better support children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- give children time to explore and investigate, in order to try out their own ideas when playing.

Setting details

Unique reference number	EY285250
Local authority	Lancashire
Inspection number	10357021
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	15 August 2019

Information about this early years setting

The childminder registered in 2004 and lives in Accrington. She operates all year round from 8am to 5.30pm, Monday to Friday. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Elisia Lee

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 setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting through written comments.
- The childminder provided the inspector with a sample of key documentation on request.

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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