

Childminder report

Inspection date: 28 March 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder has worked hard to address actions raised at her previous inspection. As a result, her provision is much improved. Children are happy, settled and display a positive attitude to learning. The childminder plans a fun and well-sequenced curriculum for all children. This takes account of children's ages, stages of development and their unique interests. All children make good progress from their own starting points.

Children are highly social, kind and caring. Older children show compassion and care for younger children. For example, they hand them their water bottles and comforters. Children behave well because they understand what the childminder expects from them. They listen to her simple instructions; for example, as they follow her walking sensibly through her home to the garden. Children have good independence skills and relish opportunities to do things for themselves. For instance, they find their own coats and wellington boots and put these on by themselves. They proudly show visitors their achievements and are rewarded with lots of praise by the childminder.

The childminder has undertaken lots of self-reflection and sought pertinent continuous professional development opportunities, including updating her paediatric first-aid qualification. These support her practice with children and ensure children's safety and well-being. Children benefit greatly from undertaking different activities outdoors. For example, they visit the childminder's neighbour's garden. Here they enjoy attending to the plants in the greenhouse and grow and plant their own fruit and vegetables. These help children develop a positive attitude to leading a healthy lifestyle and develop an understanding of wildlife and living things.

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

- The childminder now adopts a diligent approach to maintaining good standards at her provision. She has accessed targeted training and sought help from the local authority early years service to improve her practice. For example, she now has a deeper understanding of child development. As a result, her interactions with children are positive and engaging. Furthermore, she plans a wide range of activities that support children's individual next steps and gain essential skills in readiness for school. The childminder now needs to provide children with even more opportunities to explore and follow their own thinking and ideas in their own time.
- Children are supported to develop good communication and language skills. The childminder constantly narrates as she plays with children. She models language well and introduces new words as she plays with the children. These help to

build on children's existing vocabulary. For example, children take part in a 'teddy bears' picnic' and make pretend cups of tea. The childminder uses words, such as 'stir' and 'pour'. In addition, she explains to children that the metal spoon is 'long' and 'shiny'. Babies demonstrate their developing understanding as they eagerly join in with actions from familiar songs.

- All children demonstrate they have extremely strong bonds with the childminder. Children thrive in the childminder's care. Toddlers ask for cuddles, and these are freely given by the childminder. Babies hold out their arms to be picked up and enjoy nurturing and loving embraces with the childminder.
- Children are confident and have high levels of self-confidence and self-esteem. Despite their very young age, children develop a strong sense of right and wrong. They behave impeccably and show genuine care and concern for the childminder and for each other. For example, toddlers carefully walk by the babies. As they do so, they lovingly bend down and give them a cuddle. In addition, children give each other and the childminder a goodnight kiss before they go for a sleep.
- The childminder helps children to develop their mathematical skills. For example, when children go to collect the childminder's post, they count out how many letters she has received. In addition, they count out how many scoops of water it will take to fill a jug and compare the sizes of the cups and utensils in the water tray.
- The childminder takes children on outings to the local library and parks. These help children develop their confidence, physical skills, and literacy skills. During these visits children have some opportunities to learn about their local area and community. More can be done to offer further experiences for children in the childminder's home as part of her intended curriculum, to further enhance children's understanding of difference and diversity.
- Parents are happy with the service provided for them and their children. The childminder makes good use of daily chats and text messages to keep parents fully informed about their children's time at the setting. In addition, she regularly shares assessment information with parents and other settings children attend. This effective partnership working further supports children's continued good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has taken steps to improve her child protection and safeguarding knowledge. She has a robust understanding of all her safeguarding roles and responsibilities. This includes what she needs to do should an allegation be made about herself or someone that lives with her in her home. Her home is clean, safe and secure. The childminder helps children to learn about keeping themselves safe. For example, children know to wait for her before going outdoors and help her to tidy away toys off the floor.

What does the setting need to do to improve?

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

- provide more opportunities for children to be able to explore freely and follow their own thinking and ideas
- provide more opportunities that support children to gain a deeper understanding of difference and diversity.

Setting details

Unique reference number	EY287109
Local authority	Lancashire
Inspection number	10267738
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	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 November 2022

Information about this early years setting

The childminder registered in 2004 and lives in Burnley, Lancashire. The childminder operates all year round, from 9am to 4.30pm, Monday to Thursday, excluding bank holidays and family holidays. The childminder holds a relevant qualification at level 2.

Information about this inspection

Inspector

Donna Birch

Inspection activities

- 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 setting.
- The childminder showed the inspector the premises and discussed how they ensure they are suitable and safe.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning
- Children communicated with the inspector during the inspection.
- The inspector observed interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with key documentation on request.
- The inspector took into account the views of parents by means of written feedback provided for the inspection.

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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