

Childminder report

Inspection date: 17 July 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 have fun as they play and learn with the caring childminder, who has high expectations for children's social development. They enjoy trips into the community, including to the local playing field. Children have opportunities to be physically active and run about in wide, open spaces. They learn to make new friends when they meet up with other childminders and their minded children. Older children learn to throw flying discs across the field for their new friends to catch. At playgroups, younger children build their confidence with others in new social situations. All children become confident and self-assured individuals.

Younger children, particularly those who are new to the setting, settle quickly in the childminder's care. They show that they feel safe and take comfort that the childminder is always close by for support. All children form strong bonds with the nurturing childminder. They behave well and show kindness to their peers. Children learn the skills they need for when they start school. For example, older children can recognise letters and numbers, hold conversations with others and manage their self-care skills with ease. Older children are polite and use good manners without being prompted. They are very considerate to their younger peers, consistently involving them in their play.

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

- The childminder gets to know children well. She speaks to parents to find out important information about what children know and can do when they first start. The childminder observes children and notices what they need to learn next. She plans activities and experiences that help children to practise new skills and make good progress across the areas of learning.
- The childminder keeps parents well informed about what their child learns each day. She gives them ideas and strategies to help to continue their child's learning at home. This helps to promote consistency in children's learning.
- The childminder uses plenty of opportunities to introduce mathematical concepts as children play. For example, she talks to them about shape, size, capacity and number. Younger children practise counting toy dinosaurs that they place in a bowl. The childminder challenges older children in adding, subtracting and number recognition. Children develop good mathematical skills.
- Overall, the childminder provides activities and experiences that interest children and engage them in learning. Older children enjoy helping the childminder to make play dough. They follow simple recipes and measure out the required ingredients. Occasionally, younger children do not maintain high levels of concentration during planned activities. At times, they lose focus and wander off.
- The childminder gives children regular praise and encouragement. Children

readily put toys away to tidy up, without being asked, before they move on to the next activity. The childminder provides plenty of opportunities for them to share and take turns as they play. Children develop a good understanding of the childminder's behavioural expectations.

- Parents are highly complimentary of the childminder. They comment that she creates a homely environment where their children feel welcome. Parents say that their children come on tremendously in the childminder's care, particularly in their personal, social and emotional development.
- The childminder regularly looks at ways that she can continually enhance her knowledge. She accesses training that benefits children. For instance, she has attended training to develop her knowledge on how to support children to regulate their feelings and emotions.
- Overall, children develop well in their communication and language development. Older children are confident to introduce themselves to the inspector and talk about their interests and the activities they enjoy. The childminder engages children in interesting conversations. She values their views and opinions, and children contribute to discussions. However, there are occasions when the childminder does not promote children's use of new words and extend their vocabulary. Consequently, their language skills are not always promoted to the utmost levels.
- The childminder provides children with healthy meals and snacks. She encourages them to try out new tastes and textures. This helps children to develop positive attitudes to healthy eating.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the potential risks to children's welfare. She knows how to act on any signs that a child may be at risk of harm. The childminder is aware of her responsibilities should an allegation be made against herself or a member of her household. She updates her safeguarding training regularly to ensure that her knowledge is current. The childminder ensures that the premises are safe and secure. She establishes clear rules that children understand and follow.

What does the setting need to do to improve?

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

- support younger children to become more deeply engaged in planned learning activities to raise their learning even more
- provide more opportunities for children to learn new words and extend their vocabulary to promote their language skills to the highest levels.

Setting details

Unique reference number	EY296973
Local authority	Lancashire
Inspection number	10301422
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	2
Date of previous inspection	8 January 2018

Information about this early years setting

The childminder registered in 2004. She operates all year round, from 8am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3 and provides funded education for four-year-old children.

Information about this inspection

Inspector

Daphne Carr

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.
- Parents told the inspector, through discussion, how well the childminder supports their children's learning and keeps them informed.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, including first-aid certificates.

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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