

Childminder report

Inspection date:

8 September 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	Good
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What is it like to attend this early years setting?

The provision is good

Children feel safe and secure in the care of this warm and friendly childminder. They offer the childminder cuddles and wrap their arms tightly around her. They seek comfort and reassurance from her when they are feeling sad or tired. The childminder showers the children with praise as she encourages them to challenge themselves with new activities. Children are happy and confident.

Children are motivated to learn and enjoy exploring the wide range of exciting resources available. They independently select toys and are keen to join in with activities initiated by the childminder. For example, children watch as the childminder plays the xylophone and are eager to have a turn. They giggle as they use the beaters to make different sounds. Children are developing positive attitudes to learning.

Children are confident to follow the embedded routines that are in place. They listen carefully as the childminder speaks to them and respond positively to any instructions that she gives. On the rare occasions that younger children need support to manage their emotions, the childminder calmly models to them how to be gentle. Children are developing positive relationships and beginning to understand the impact of their actions on others.

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

- The childminder demonstrates a good understanding of the requirements of the 'Statutory framework for the early years foundation stage' (EYFS). She recognises her responsibilities and is committed to keeping her knowledge and skills up to date. The childminder is proactive in regularly accessing a range of training and professional development opportunities. This supports the childminder to continually raise the quality of her teaching over time.
- Parents appreciate the detailed communication and advice that they receive from the childminder. They know what their children are learning and how to support them at home. Parents say that their children are happy with the childminder and enjoy the activities that she offers. They feel their children are making good progress in her care.
- The childminder knows the children well. She plans activities linked to children's interests and developmental needs. For example, children who are learning to walk have many opportunities to practise this skill as the childminder uses resources to encourage them to take steps towards her. Children make good progress from their starting points.
- The childminder supports children's language development. She exposes children to a range of new vocabulary as she comments on what they are doing and asks questions. For example, as children hide a teddy she says, 'You have

put the teddy under your legs.' Overall, children's language and communication skills are well supported.

- Children have access to age-appropriate books. However, children do not always show an interest in exploring these books. The childminder does not consistently promote a love of reading by providing children with frequent opportunities to hear stories read aloud.
- Children's early mathematical understanding is well supported. The childminder introduces mathematical vocabulary as children play. She uses words such as 'big' and 'small' to describe the blocks that children are building with. Children are developing the mathematical skills that they will need in the next stage of their learning.
- The childminder is responsive to children's needs. She recognises when children are becoming tired and adapts her routines to meet their needs at these times. The childminder recognises when young children are ready to move from eating blended to solid foods. She works closely with parents as this is introduced to ensure consistency of care practices. Children's personal needs are met.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities in relation to keeping children safe. She ensures that she completes relevant training and updates her knowledge of safeguarding regularly. This supports her to identify the signs that indicate a child may be at risk and to know how to respond. The childminder ensures all areas used by children are safe and suitable. She carries out risk assessments of the indoor and outdoor environments to ensure that children's safety is paramount. For example, she uses an awning outside in hot weather to protect children from the sun.

What does the setting need to do to improve?

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

- help children to develop a love of reading by increasing the opportunities they have to explore a range of books and to hear stories being read aloud.

Setting details

Unique reference number	EY300166
Local authority	Blackburn with Darwen
Inspection number	10251897
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 February 2017

Information about this early years setting

The childminder registered in 2005 and lives in Blackburn. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childminder qualification.

Information about this inspection

Inspector

Liz Dayton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their EYFS curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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