

Childminder report

Inspection date: 27 September 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

The childminder plans the learning environment meticulously to ensure children are interested and engaged in their learning. She encourages children to join planned activities and allows them to lead their own play. The childminder's hard work is reflected in children's happiness to be in her home. They demonstrate their feelings of belonging and security through their close relationships with her. The childminder treats children with kindness and respect, which is reciprocated as children behave well and understand her expectations of them.

The childminder makes time for outdoor learning whenever possible. This promotes children's physical development and overall well-being as they learn and play in the fresh air. Children enjoy the freedom to move between inside and outdoor play areas. They are busy and curious, demonstrating positive attitudes towards their play and learning.

The childminder sensitively helps children learn about different types of families and how they are each unique. Children mix with new people and develop their social skills on outings to local playgroups. Trips into local towns spark discussions about people wearing religious dress. This helps children learn about life in modern Britain.

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

- The childminder has a thorough understanding of how children learn and plans activities to promote their learning. She encourages children to use their imaginations as they make 'soup' from shells and stones that they have collected. Young children practise their fine motor skills as they pick up the small items to add to their 'soup'. Children make good progress and develop a broad spectrum of understanding and skills.
- The childminder promotes children's language skills well. Children bring their favourite books to the childminder to read and delight in joining in with familiar words and actions. The childminder pays close attention to those children who require extra support with their emerging speaking skills. For example, she takes care to gain their attention during activities. This helps all children to gain confidence in their communication skills.
- Overall, the childminder encourages children's developing mathematical skills well. They match coloured pom-poms as they learn about colour and shape. Children begin to recognise numbers as displayed in the playroom. However, the childminder does not always use mathematical language to its best effect to help children begin to learn about concepts, for example 'one more' and 'one less'.
- The childminder has well-embedded systems to monitor and assess children's progress. She quickly identifies emerging gaps in their learning and works

closely with parents to implement strategies to help them catch up. The childminder knows children well and tailors learning to support each child. This helps all children to make good progress in their learning.

- The childminder teaches children to become increasingly independent. For example, young children learn to put on their shoes and coats. Children learn to manage risk in a safe environment. For instance, they feed the fish in the garden pond and gently stroke the childminder's dog. Children learn key life skills which help them to prepare for their move on to school.
- The childminder supports children's personal development well by teaching them healthy habits. For example, she teaches them about healthy food choices and to wash their hands. She generally promotes good hygiene practices but occasionally does not consider all the ways she can support children's ongoing good health.
- The childminder works hard to build and maintain strong relationships with families. She offers advice and support around life and parenting issues. The childminder keeps parents well informed about their children's progress and works alongside them to enable consistency in children's learning and care.
- The childminder seeks the views of parents and children to evaluate her provision. She sources training, as appropriate, to build on her knowledge and skills specific to the children in attendance. For instance, she completes training around school readiness as children approach school age. This helps to continually improve the experiences she provides for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of safeguarding policies and procedures. She understands how to identify when a child may be at risk of harm and how to refer concerns on appropriately. The childminder continually researches topical issues to extend and refresh her knowledge. For instance, she has researched the effects of adverse childhood experiences on early brain development and the effects of coercive control on children. The childminder shares useful information about internet safety with parents to help them keep their families safe online. Children's ongoing safety is promoted well.

What does the setting need to do to improve?

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

- support children to hear and practise more mathematical vocabulary to further enhance their understanding of number and early mathematical concepts
- develop ways to support children's skills and understanding to fully promote their ongoing good health.

Setting details

Unique reference number	EY303280
Local authority	Lancashire
Inspection number	10308174
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 March 2018

Information about this early years setting

The childminder registered in 2005 and lives in Preston, Lancashire. She operates all year round, from 8am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She is registered to provide funded early education for two-, three- and four-year-old children although there are no children accessing funded places on roll at the time of inspection.

Information about this inspection

Inspector

Amy Johnson

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 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.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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