

Childminder report

Inspection date: 11 December 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

Children enjoy warm relationships with the childminder. They are comfortable and secure in her care and in her home. Children snuggle onto the childminder's lap for stories and cuddles. They understand the childminder's expectations and behave well, enjoying her praise. For example, she offers praise for children's good manners as they say 'please' and 'thank you'. The childminder supports children to make choices throughout their day and helps them to develop their independence and life skills. The childminder teaches children to manage risk and to assess their own safety as they go on outings in the local area.

Children happily include the childminder in their play and demonstrate positive attitudes towards their play and learning. They choose from the wide range of resources and activities that the childminder plans to promote their learning. The childminder knows children well and uses their interests to build on what they know and can do. She also plans activities and outings to spark new interests and discussions. This helps children to gain a wide breadth of experience and to make good progress across the curriculum.

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

- The childminder has a wealth of experience and a good understanding of how children learn. This helps her to deliver the curriculum well and to monitor children's progress effectively. She identifies and quickly closes emerging gaps in their learning, helping children to make good progress towards their goals.
- The childminder chats to children as they play, offering new vocabulary and encouraging their communication skills. Children enjoy reading stories with the childminder. They choose their favourite books, turn the pages and join in with familiar words and phrases. The childminder promotes a love of books and stories.
- The childminder plans activities to support what children need to learn next. For instance, she helps children build strength in their hands as they shape and mould dough. They develop control and precision as they use tools to cut and to paint. This helps children in preparation for early writing. They develop the skills they need as they prepare to move on to pre-school or school.
- The childminder encourages children to be creative and imaginative. They enjoy arts and crafts, cooking and baking. The childminder promotes children's confidence and language skills as she asks questions about their paintings, for instance. Children enjoy seeing their artwork displayed in the childminder's home. The childminder encourages children's individuality and helps their personalities to blossom.
- The childminder helps children to develop social skills and to make and manage friendships. Outings to toddler groups give children opportunities to socialise

with other children and to develop skills such as sharing and taking turns. Children learn key life skills.

- The childminder builds and maintains strong relationships with children and their families. Parents appreciate her support and advice, for example, with topics such as toilet training. The continual flow of information between the childminder and parents helps to promote consistency of children's care and learning well.
- The childminder helps children to learn about healthy lifestyles. She makes home-cooked meals, and children learn about keeping their bodies healthy. They get plenty of fresh air on walks in the local area and visit parks where they practise their physical skills. The childminder helps children to learn healthy habits for life.
- Visits to the fire station help children to learn about those people who help us. The childminder and children take trips on trams and find out about their local area. The childminder uses discussions and play to help children understand how they are each unique and to learn about differences and similarities. Children begin to understand more about their place in the world.
- The childminder shares ideas and good practice with other early years professionals. However, she does not always target her professional development as effectively as possible to continually raise the quality of provision to the highest level.

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:

- target professional development more precisely to continually improve provision and to promote children's learning to the highest possible level.

Setting details

Unique reference number	EY303785
Local authority	Blackpool
Inspection number	10363989
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	2
Date of previous inspection	18 January 2019

Information about this early years setting

The childminder registered in 2005 and lives in Blackpool. She operates all year round, except for family holidays. Sessions are on Wednesday and Thursday only, from 8.00am to 5.00pm. The childminder holds a relevant childcare qualification at level 3. She offers government funded places for childcare.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises along with the aims and rationale for the early years curriculum.
- The inspector observed the interactions between the childminder and children.
- Children interacted with the inspector during the inspection.
- Parents shared their views with the inspector.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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