

Childminder report

Inspection date: 23 November 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 form secure bonds with the childminder who knows them well. They confidently choose where to play which demonstrates that they feel safe and secure. They concentrate well and are motivated to learn. Children develop independence, good self-care skills and a range of other useful skills needed for later learning in school. Children behave well and engage in a range of activities based on their interests. For example, they enjoy feeling feathers and chenille sticks and gluing them to the corresponding colour section of a colour wheel. The childminder helps children to refine their hand-to-eye coordination, finger dexterity and mathematical skills during activities, such as these.

The childminder recognises that the COVID-19 pandemic has had an impact on children's speech development. She focuses on developing children's speaking and communication skills. She skilfully introduces new words to children's vocabulary. She sings and reads books with children through the day and takes them to the library to choose books for reading. The childminder plans and provides a curriculum to help children to build on what they already know and can do. She supports children to learn new skills and to close any gaps in their learning. This helps all children, including those with special educational needs and/or disabilities to make good progress.

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

- The childminder has failed to notify Ofsted of significant events and changes since the last inspection. It is an offence to not notify Ofsted of such matters. However, she was able to demonstrate that this has not had an impact on children's care and well-being.
- The childminder gathers information from parents before children start. She uses this information well to meet children's dietary and care needs. She also uses it with her own observations to identify what children already know and can do and what they need to learn next. She keeps parents informed of their child's day and progress. She sends reports regularly and the required progress check at age two years through an electronic system.
- Children enjoy a range of activities outside the home, which helps to develop their understanding of the world. For example, they look at historical objects, such as Egyptian Mummies, on trips to the museum. They visit the zoo regularly and talk about the animals. They go for walks in the local field and woods to collect items that they find. This enables them to experience changing seasons and nature.
- Children are beginning to recognise similarities and differences between themselves and others. They hear some traditional stories and enjoy some craft activities linked to calendar events. For example, at Diwali, children watched a

film of the Hindu story of Rama and Sita and drew Mehndi patterns on pictures of hands. However, the childminder's limited knowledge of other cultures lessens her ability to provide children with the correct words and facts and develop their understanding of diversity.

- The childminder supports children to use tools correctly. For example, she supports them to hold and use a toy pizza wheel correctly to separate slices of wooden pizza. Children use tongs to pick up items. Activities, such as these enable children to develop the hand-to-eye coordination and finger dexterity needed for later writing.
- Children learn about healthy lifestyles. They recognise different emotions and talk about how they feel while looking at faces painted on pebbles. They name fruits and vegetables and talk about healthy eating while playing imaginatively in the role-play kitchen. They talk about oral health while playing with the dentist set. Children have many opportunities to be physically active and spend time outdoors in the fresh air.
- The childminder purposefully takes children to socialise with others. Children attend a toddler group regularly and meet with the children of other childminders on trips to the park and soft-play centre. This helps to prepare them for being in larger groups when starting school.
- The childminder meets regularly with other childminders to discuss current issues. Since the last inspection, the childminder has focused her training on safeguarding. She has viewed webinars and completed online training. However, her professional development is not linked closely enough to her individual learning needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder refreshes her knowledge of safeguarding regularly. She understands how to recognise and report child protection concerns. She teaches children about how to stay safe. Children learn about road safety when walking to school and when on outings. They know to stop at the kerb and check what they can see before crossing roads with the childminder. They learn to keep safe around animals and not to touch any dogs when on outings.

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 develop their understanding of diversity and learn about what we have in common and what makes us unique
- target professional development more closely to evaluations of own practice to build further on the quality of education.

Setting details

Unique reference number	EY311157
Local authority	Lancashire
Inspection number	10301440
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	0 to 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	15 January 2018

Information about this early years setting

The childminder registered in 2005. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Lynne Naylor

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.
- The inspector had a tour of the childminder's home to gain an understanding of how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with childminder.
- The inspector spoke to some children during the inspection and took account of the written views of parents provided by the childminder.
- The inspector looked at a sample of documentation including evidence of the suitability of household members and the childminder's training.

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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