

Childminder report

Inspection date: 20 June 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 are safe and comfortable in the childminder's home. They confidently explore the playrooms and happily engage with each other. Younger children seek reassurance from the childminder when they are unsure of unfamiliar people. Children enjoy role-play activities, such as imaginative play in a 'cafe'. They use pretend telephones to call each other and place their orders. Children then proceed to make food in the role-play kitchen. The childminder joins in with children's play when invited. This promotes their developing imagination. Children develop their vocabulary through naturally occurring events. For example, children talk about the weather with the childminder. The childminder supports children's growing vocabulary. She discusses the rain and the loud noises the thunder makes with children. Children then draw zigzag lines to represent the lightning. This supports children's communication and knowledge of the world around them.

Children have a positive attitude to learning. They listen intently as the childminder talks to them about insects during an activity. Children learn about how bees can sting and confidently discuss this with their peers. The childminder has high expectations for children's behaviour. Children display good manners and are polite and kind to each other. For example, older children share their resources with younger children without being prompted by adults. Children are respectful of any new visitors and welcome them into their play.

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

- The childminder uses her knowledge of child development, along with regular observations of the children, to inform her assessments. This helps her to identify and address any gaps in children's learning and development. The childminder uses this information to plan learning experiences that support children to make progress from their starting points.
- The childminder's curriculum is focused on child-initiated play. For example, the childminder prepares a play dough activity to support a child's interest in insects. However, the childminder is not always secure in her knowledge of how to plan a sequenced curriculum effectively to support children's learning. Therefore, at times, the childminder does not support children to build on what they already know and can do. However, overall, children make good progress in their learning.
- Children learn about some of the ways to lead a healthy lifestyle. They enjoy various fresh fruits for snacks and talk about the benefits of eating vegetables. Children have regular opportunities to be physically active, such as on their daily walks. Children's health and well-being are well supported by the childminder. Children are secure in this setting.
- Opportunities for children to explore their knowledge and understanding of the

world are plentiful in this setting. Children regularly visit the farm to feed and interact with animals. They also help the childminder to bath the family tortoise. Children learn about the importance of caring for the natural environment and all living things.

- Parents are exceptionally complimentary of the childminder and the care their children receive. Parents enjoy the regular communications, including updates on children's daily care routines and photos of what they have enjoyed. The childminder shares children's next steps in learning with parents and encourages parents to contribute to children's learning at home. This provides consistency of care and learning between home and the childminder.
- The childminder is committed to her ongoing professional development. She ensures that her mandatory training, such as first aid, is kept up to date. In addition, the childminder has recently completed training that supports children's early language development along with other topics. This helps the childminder to provide children with high-quality care and education.
- Children are exposed to early mathematical vocabulary during everyday activities. For example, they count the bricks as they build towers with their peers. The childminder sets the children regular tasks, such as building 'big' and 'small' towers. Children are eager to complete the tasks and show pride in their finished products. Children confidently use mathematical language in their play.
- The childminder has embedded key rules and boundaries. For example, children help to tidy up when prompted by the childminder. They show delight as they receive praise and certificates for their efforts. Children behave well because the childminder has clear expectations of them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the potential signs of abuse. She is confident in her knowledge of how to report and refer any concerns to the relevant professionals. The childminder ensures that her safeguarding training and paediatric first-aid training are kept up to date. This further supports her commitment to keeping children safe. The childminder carries out checks of the environment, in her home and on outings, to ensure that children are safe to explore.

What does the setting need to do to improve?

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

- implement a well-sequenced curriculum that builds on what children know and can already do to maximise their learning.

Setting details

Unique reference number	EY314556
Local authority	Lancashire
Inspection number	10289120
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	5
Date of previous inspection	13 November 2017

Information about this early years setting

The childminder registered in 2006 and lives in Oswaldtwistle, Accrington. She operates all year round from 9am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jade Patten

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector and the childminder carried out a joint observation together.
- Parents' views were taken account of in written feedback provided to the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of interactions between the children and the childminder.
- The childminder and the inspector held a leadership and management discussion.

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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