

Childminder report

Inspection date: 12 December 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 are happy and settled with the childminder and enjoy each other's company. They explore the safe environment with confidence and make choices about what to play with. This helps them remain engaged in activities that interest them. Children begin to learn how to look after their health and manage their personal care needs. They enjoy making healthy fruit kebabs for snack. Additionally, they pretend to be the dentist and learn about oral hygiene, as they brush model teeth with toothpaste and water.

In the main, children are kind and follow the childminder's instructions with positivity. Children know what is expected of them during the day. They are familiar with the routine and ask the childminder for their favourite things to do, such as the 'what's in the bag' game. Children take turns and sing songs as they select a variety of items. This helps their communication and social skills, which the childminder has noticed had been delayed in some children since the COVID-19 pandemic began. Children are being well supported to use new words in play. Furthermore, they are exposed to a range of people when they visit playgroups or the local community. This helps them interact and make new friendships.

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

- The childminder knows children well and plans experiences that meet their developmental goals. However, on occasion, she does not check what children know and can do or remember, to enable her to be more ambitious and extend children's capabilities during their play. For example, sometimes, older children carry out the same tasks as younger children, of which they are already competent. This means they occasionally lose interest and disengage from learning.
- Children develop a love of reading. They listen to stories and take books home to read with their parents. Children join in with actions from songs and use props when listening to the childminder read to them. This helps their literacy and language skills. Additionally, they are learning to listen for longer periods of time in preparation for their future education in school.
- The childminder encourages children to be independent in both their self-care skills and their learning. Children regularly have their own ideas for the day. They ask the childminder to watch a dancing video on the television and enjoy joining in with actions. Children are proud when they achieve and show high levels of self-esteem.
- In the main, the childminder encourages and rewards positive behaviour. Children gain stars on the rainbow when they help her tidy up. The environment is mostly calm and an effective place for learning. However, when some children struggle to regulate their emotions or wait for their turn, they become distressed

and disturb play. This occasionally impacts on their own and their peers' attitudes towards learning.

- The childminder has developed two-way communication with parents, which she uses as soon as children start attending. She shares information about their children's development and what they enjoy day-to-day in her home. Parents are aware of their children's progress and the opportunities the childminder provides. They are supported to continue learning at home.
- The childminder monitors her own and her assistant's practice consistently. She identifies areas of training that will improve knowledge and have a positive impact on children. She works with other local childminders to help maintain a broad variety of experiences and keep up to date with childcare requirements. As a result, her provision suits children's needs and helps them make good progress in all areas of development.
- Children with special education needs and/or disabilities (SEND) are supported well in the childminder's care. The childminder knows how and when to seek support from professionals if she identifies gaps in learning. Parents are helped to continue individual development plans with their children. The childminder shares assessments with other agencies as required. She uses support strategies to help children with SEND continue to make progress and help them catch up with their peers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder holds a secure understanding of the main signs and symptoms of child abuse. She knows how and where to respond to any child protection concerns in line with her local authority guidelines. The childminder has maintained a paediatric first-aid certificate, and knows what to do in the event of a child becoming unwell or being injured. She helps children learn safety skills when on outings, such as crossing the road and staying close to the group. The childminder has ensured her assistant has up-to-date safeguarding training as well as first-aid training.

What does the setting need to do to improve?

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

- consistently help children to manage their emotions, wait for that they want and understand how to follow rules and boundaries
- increase ambition during play for all children's development, considering their individual needs and stages in learning, to challenge their thinking and make even more progress.

Setting details

Unique reference number	EY316940
Local authority	Lancashire
Inspection number	10263069
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 9
Total number of places	12
Number of children on roll	8
Date of previous inspection	19 April 2017

Information about this early years setting

The childminder registered in 2005 and lives in Nelson. She operates from 7.30am to 6.30pm, Monday to Friday ,and 8am to 8pm on Saturdays. She opens all year round, except for bank holidays and family holidays. The childminder works with an assistant and holds an appropriate early years qualification at level 3. She offers childcare for children receiving two-, three-, and four-year-old funding.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began, and the inspector has taken this into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning and development.
- The inspector observed interactions between the childminder and children and evaluated the impact this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector and the childminder carried out a joint observation of a group activity together.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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