

Childminder report

Inspection date: 9 February 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder has addressed the actions raised at her previous inspection. As a result, her provision is much improved. Children learn in a safe and stimulating environment. They quickly settle on arrival and help themselves to the good quality toys and resources on offer.

Children understand the childminder's simple house rules. They politely ask for things they want to play with and know to tidy these away before selecting something else. Children display positive attitudes to learning. For example, they persist at tasks, such as using a rolling pin to roll out a thick piece of dough. Older children patiently wait their turn, while younger children react positively to the childminder's simple instructions.

Children develop well across all areas of learning. This is because the childminder gets to know the children well from the outset. When the childminder is concerned that children may be at risk of falling behind, she acts quickly to help children catch up. The childminder has formed highly positive relationships with parents. She makes good use of electronic applications and daily 'doorstep chats' to share relevant information with them about their child. This means that parents can continue to support children's learning at home. As a result, all children make good progress from their own unique starting points and are ready for their future learning.

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

- The childminder supports children's communication and language development well. Older children have opportunities to ask questions and make predictions. The childminder provides a narrative for young children as they play. This helps them to hear and say new words. The childminder introduces words such as 'thin, long', and 'short' as children play with dough. These further support children's understanding and builds on their growing vocabulary.
- Children are curious and eager to have a go at new tasks. For example, they work together to try and set up the small-world farmyard. However, at times, the childminder intervenes too quickly to help children when they encounter difficulties. This limits the time and opportunities children have to apply their own critical thinking skills and complete tasks by themselves.
- Children gain a good grasp of mathematics. This is because the childminder skilfully weaves mathematical concepts into children's play. For example, she challenges children to group dinosaurs in order of size and colour. Children confidently count out how many are in each group. In addition, as children play with dough the childminder introduces words, such as 'half' and 'quarter'. Children demonstrate their developing understanding as they proudly show

visitors their 'long and short worms'.

- Children benefit greatly from the vast array of outdoor activities they undertake with the childminder. For example, they visit toddler groups, parks and enjoy walks in the local area. These help children to develop their self-confidence and self-esteem away from the security of the childminder's home. Additionally, they support children's physical development and continued good health. However, more can be done by the childminder to provide children with a richer selection of opportunities that further deepen children's understanding of their own and other's cultures and beliefs.
- Children have close and caring bonds with the childminder. They confidently sit on her knee and listen to favourite stories and join in with familiar songs and rhymes. Children learn to be respectful, kind, and caring. This is because the childminder uses age-appropriate goals and boundaries. For example, she explains to children her expectations for their behaviour and conduct. As result, children quickly adapt any negative behaviour. The childminder's constant praise of children further supports their emotional well-being.
- The childminder attends a wealth of training. She makes good use of available online resources to help keep her knowledge up to date. She seeks the views of parents and children and uses these to make effective changes to her provision. Parent feedback is positive. They highly value the service that is provided for them and their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended safeguarding training. She regularly listens to pertinent webinars and does her own reading and research to ensure her child protection knowledge is kept up to date. She holds a valid paediatric first-aid certificate and her home is safe and secure. Reviewed systems for risk assessment are in place and are effectively implemented. This further ensures children's safety. The childminder helps children develop an awareness of how to keep themselves safe. For example, she teaches children about road safety.

What does the setting need to do to improve?

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

- provide further opportunities for children to use their critical thinking and problem-solving skills
- extend opportunities that support children to gain a deeper understanding of their own and other's cultures, faiths, and beliefs.

Setting details

Unique reference number	EY318376
Local authority	Blackburn with Darwen
Inspection number	10252517
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 August 2022

Information about this early years setting

The childminder registered in 2006 and lives in Blackburn. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

Information about this inspection

Inspector

Donna Birch

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to the children throughout the inspection.
- The inspector observed the quality of interactions between the childminder and the children and assessed the impact this has on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took into account the views of parents.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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