

Childminder report

Inspection date: 28 February 2020

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

The childminder provides a warm, welcoming and homely environment for children. The dedicated play space is bright, engaging and subject to ongoing evaluation to ensure children's interests and learning needs are continuously taken account of. Children show they are extremely happy and feel safe in the care of the childminder. For example, they are brimming with confidence and excitedly interact with visitors to the childminder's home.

The childminder shows high expectations of what children can achieve. She asks challenging questions to promote children's thinking and communication skills and encourages children to problem solve instead of providing the answer herself. Children are keen, motivated learners who show positive attitudes to their learning.

Children are particularly skilled in identifying and managing their own emotions. They confidently express their feelings to the childminder, who asks appropriate questions to promote a positive discussion about the reasons why and what might help. Children listen very well to the childminder's instructions and cooperate with all parts of the daily routine.

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

- Children relish their time spent with this friendly and attentive childminder. They actively invite her to join in with their play, to which the childminder responds enthusiastically. For example, during play with dolls, children giggle as they tell the childminder their baby's nappy needs changing. The childminder supports children's imaginative play and very skilfully seizes the opportunity to promote their understanding of health and hygiene. For example, as they go to find the nappy changing items, the childminder asks what they must do afterwards to make sure their hands are clean.
- Children show excellent early reading skills. They confidently recall familiar stories in order of main events and enjoy sharing what they know about the characters. The childminder promotes children's interest in books and reading. For example, children enjoy regular trips to the local library and spend time in the childminder's own cosy book area.
- Children demonstrate wonderful social skills. They are confident in new and social situations and show a wonderful ability to make friendships. Children share exceptionally well, for example, children ask the childminder if she would like a turn on the game they are playing.
- Children are competent in their use of technology. They operate tablet computer programs, such as educational games, with ease.
- The childminder knows the children well and plans activities around their interests and next steps. However, identified next steps are not always precisely

linked to the specific skills and knowledge children need to learn, in order to support children to make the best possible progress.

- The childminder has made improvements since her last inspection and addressed the recommendations raised. This has positively impacted on the initial partnership working with parents when children first start. However, the childminder does not regularly share specific information with parents about how they can support learning at home, to create a collaborative approach to meeting children's needs.
- The childminder engages in focused and informed professional development. She reflects on areas she wishes to improve and completes training and research to target these areas. For example, the childminder has recently been researching activities linked to outdoor education, which has given her more in-depth understanding and inspiration for her planning.
- Older children are well prepared for their moves to school. The childminder places good emphasis on supporting children's independence and self-care skills. Children cut their own food, manage their self-care needs effectively and are encouraged to take off and put on their shoes and coats.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge and understanding of safeguarding and her role in keeping children safe. She is highly proactive in seeking information relating to child protection and wider safeguarding issues and maintains her knowledge and skills through regular training. The childminder is extremely alert to signs a child is at risk of harm and is very well versed in the procedure to follow in reporting her concerns. The childminder conducts risk assessments of her home to help ensure children are safe in her care. For example, as well as always keeping her front door locked, the childminder has an alarm to alert her when someone has accessed the front door.

What does the setting need to do to improve?

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

- focus next steps more precisely on the skills and knowledge children need to learn, in order to support them in making the best possible progress
- provide even more opportunities for parents to continue their child's learning at home, to create a more collaborative approach to meeting children's needs.

Setting details

Unique reference number	EY318573
Local authority	Lancashire
Inspection number	10073612
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 June 2016

Information about this early years setting

The childminder registered in 2006 and lives in Freckleton, Preston. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Katie Sparrow

Inspection activities

- The inspector held discussions about the early years curriculum and meeting children's needs.
- The inspector spoke with the children at appropriate times during the inspection.
- Parents' views were taken into consideration through written feedback provided, such as on cards and other comments.
- Discussions following a joint observation were held and the inspector took account of the childminder's evaluations.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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E: enquiries@ofsted.gov.uk
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