

Childminder report

Inspection date:

28 November 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant plan a fun learning environment where children feel safe and feel at home. Babies form strong attachments to the childminder and older children enjoy playing with their friends. The childminder and her assistant facilitate interesting discussions, promoting children's language and imaginative skills. For instance, they chat and laugh together as they go on a pretend holiday where the see-saw is their mode of transport. Children eagerly gather around the childminder for stories and singing. The childminder promotes children's communication skills well, supporting their confidence and ability to voice their needs and opinions.

The childminder helps children learn to manage risk as they take regular walks in local woodland areas and by the river. She teaches them the importance of boundaries and to follow instructions to keep themselves safe. Children understand the childminder's expectations of them, respect her rules and are kind and thoughtful. For instance, children sit patiently and brush one another's hair gently. The childminder encourages children to share and take turns, praising them when they do this unprompted.

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

- The childminder and her assistant are dedicated to their roles and truly care for the children. The childminder sources training for herself and her assistant to enhance their skills and knowledge and to benefit children. She supports her assistant well in his role and ensures that their practice is maintained at a high standard. This translates into memorable and positive experiences for children in their care.
- The childminder communicates effectively with parents. She gathers plenty of information from them at the outset and continually throughout children's time with her. This means she gets to know children well and understands the experiences that children arrive with. This helps children to make good progress in their learning and development.
- The childminder threads the curriculum for mathematics throughout the provision. For instance, children learn about shape and space as they use wooden rainbow coloured arches to create flower shapes on the floor. Young children are proficient in counting forwards and backwards and are confident in using mathematical language. This helps children to build strong foundations for their future learning.
- The childminder plans activities and also follows children's interests as they confidently lead their own play. Older children's learning is purposefully implemented to help them work towards their goals. While babies make good progress, their learning is implemented with less focus, particularly during group

activities. This means that their learning is not always as keenly promoted as that of their older peers.

- The childminder uses her extensive knowledge of child development to continually monitor and assess children's progress and to help bridge gaps in their learning. She uses her skills to seamlessly sequence children's learning, building their knowledge in effective ways. She links children's learning, helping them to embed new knowledge and recall past activities. Consequently, children make good progress across the curriculum.
- The childminder helps children learn independence skills. Children are toilet trained early as a result of her support. They are confident in putting on their own coats and shoes. They learn to look after their own self-care needs in preparation for their move on to school.
- The childminder does not always consider all the ways she can help children to learn healthy habits. For instance, she does not always remind children to drink after physical activity or explain why this is important. This hinders children's learning of some key life skills.
- The childminder teaches children some words in her own first language. They listen to conversations in Russian and discuss how the different languages sound. The childminder teaches children about differences and similarities and how they are each unique. They learn to respect themselves and others in our diverse world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a sound understanding of safeguarding policies and procedures. They understand how to identify when a child may be at risk of harm and how to refer concerns to appropriate agencies. The childminder keeps her knowledge current through mandatory training and contact with her local authority. She supports her assistant to ensure his knowledge remains fresh. They discuss topical and local safeguarding issues and ensure they have effective strategies and procedures in place for emergencies. The childminder conducts risk assessments for her home and outings helping to keep children safe in her care.

What does the setting need to do to improve?

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

- implement plans for babies' learning with more purpose to support their progress further
- consider all the ways in which to support children's learning about good health and life skills.

Setting details

Unique reference number	EY321390
Local authority	Lancashire
Inspection number	10308196
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	19
Date of previous inspection	15 March 2018

Information about this early years setting

The childminder registered in 2006 and lives in Walton-le-Dale, Lancashire. She works with one assistant and operates all year except for bank holidays and family holidays. Sessions are from 8am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three-, and four-year old children.

Information about this inspection

Inspector
Amy Johnson

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 evaluations.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of his views.
- The inspector observed the interactions between the childminder, her assistant and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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