

Childminder report

Inspection date: 8 August 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder has created a warm and homely environment where children access a wide range of learning opportunities. Children have built strong attachments to the childminder. They independently go to her for cuddles and affection and invite her into their play. Children make their own choices and express their needs well. The childminder has a strong focus on developing children's independence and gives them lots of opportunities to join in with daily tasks. For example, children enjoy wiping the table before lunch, putting things in the bin and placing dirty plates in the sink after lunch. Children demonstrate they have good listening and attention skills and enjoy being given responsibility for tasks. Children's behaviour is very good.

The childminder has developed a curriculum that supports children's learning and development. She carefully considers children's individual needs and identifies how she can help all children to build new skills. The childminder promotes all areas of learning. She encourages children to count objects out loud and find items of the same colour and size. These activities help children to build their mathematical skills. Children have a 'can-do' attitude and demonstrate that they keep trying even when they find things challenging. For example, children get themselves dressed for outdoor play and put their own wellington boots on. Children demonstrate they are resilient and developing good independence skills.

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

- The childminder has constructed a purposeful curriculum that supports children's interests. This is particularly evident in the outdoor area, which contains a wealth of learning opportunities that children enjoy. For example, children observe and paint minibeasts as they explore the natural world and role play serving in an ice-cream shop as they exchange money. These opportunities help children to be creative and imaginative. Children demonstrate they have positive attitudes to learning.
- The childminder supports children's communication and language skills well. She reads stories to children, provides a running commentary for younger children and asks questions for older children. However, although she models language and shares new vocabulary, she often abbreviates words, which results in children copying her. This does not support children to consistently hear how words are pronounced and used in the correct context.
- Children's physical skills are consistently promoted. The environment is extremely well thought out to maximise children's learning and support them to be active and engaged in play. Children enjoy balancing on beams, use tools to dig in the garden, role play in a full-size rowing boat and laugh out loud as they jump in a ball pool. Children are developing an understanding of risky play and

building their confidence.

- Children build their understanding of the world. They explore special days from a range of different cultures and access dual-language books. In addition, they go on outings in the local area, for example to collect conkers from local woodland, or attend playgroups where they meet new children. These opportunities help children to learn about their local community.
- The childminder develops effective partnerships with parents. She invites parents to contribute to assessment, shares ideas for home learning and works with parents to support children's individual needs. Parents are very complimentary. They say the childminder 'makes learning fun' and 'we are very happy with our child's progress'. These partnerships help children receive a consistency of care.
- The childminder builds partnerships with other professionals. She regularly meets with other childminders to share effective practice and ideas. As children transition to school, the childminder contacts teachers and shares information about children's individual learning needs. These partnerships help all carers to understand children's needs as they make the move to school.
- The childminder regularly evaluates her service so that it meets the needs of children in her care. She identifies and attends training for a purpose. For example, she has recently attended training to promote outdoor learning and has implemented new activities into her outdoor area. Training has a direct positive impact on children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve the way that language is modelled to children so that they consistently hear the correct pronunciation of words to develop their communication and language skills.

Setting details

Unique reference number	EY334269
Local authority	Lancashire
Inspection number	10350955
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	20 September 2018

Information about this early years setting

The childminder registered in 2006 and lives in Accrington, Lancashire. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is eligible for funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elisia Lee

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 provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their views on 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2024