

# Childminder report

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Inspection date: 20 February 2024

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |             |
|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

## What is it like to attend this early years setting?

### The provision is good

Children demonstrate that they feel safe and develop attachments with the childminder. These relationships mean that children confidently reach out to the childminder for cuddles and reassurance, especially when feeling tired and upset during the day. The childminder encourages children to talk about their interests and views. As a result, children are keen to engage in conversations and are confident to ask questions. Their individual uniqueness is valued, and this helps children to be confident and self-assured. Children introduce familiar songs and sing with high levels of enthusiasm and excitement. The childminder is actively involved as children play. He joins in with singing, stories, giggles and laughter, creating a relaxed environment where children are keen to explore.

The childminder is a good role model and demonstrates consistency when teaching children about positive behaviour and conduct. He gives gentle reminders to guide their behaviour. Children share resources, show kindness and consideration towards each other and are developing a sense of right and wrong. Parents comment positively on the homely and caring environment. The childminder has established an effective two-way flow of information with parents about children's routines. This ensures that new children settle quickly into the calm and nurturing environment.

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

- Children's physical health is well promoted. The childminder takes children on outings to places of interest, such as the woods, parks and local toddler groups. Children enjoy being physically active in the fresh air. Children help themselves to drinks of water throughout the day and are provided with healthy meals and snacks.
- The childminder uses assessments of children's learning well to help children achieve their next steps in learning. He plans and provides children with a good range of activities. However, during some activities, the childminder does not consistently build on the skills children need to learn next, to raise their achievements to an even higher level.
- The childminder makes good use of opportunities to extend children's communication and language skills. He regularly reads books to the children and welcomes their comments as they enjoy the story. Children delight in singing familiar rhymes together during the day.
- Children are developing mathematical language as they play. They describe the shapes they are playing with and count the number of eggs the ducks have laid in their game. Children select construction blocks and concentrate as they connect them together. They work out how to sequence them in order of size.
- Children benefit from the range of outings they attend in the local area and

wider community. They have regular opportunities to socialise with other children and adults, which helps to support their social development well. Children are developing a strong sense of themselves and they learn about the differences between people and their communities.

- The childminder completes mandatory training and is taking steps to develop his provision, such as networking with other childminders to share good practice. However, he does not always consider his wider professional development to further develop his early years knowledge, teaching and skills.
- The childminder engages effectively with parents, pre-schools and other local services, when needed. This promotes early support and ensures a consistent approach to help children make good progress.

## **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:**

- build consistently on children's next steps in learning to support them to make the best possible progress
- explore ways to engage in professional development opportunities that focus more precisely on further developing knowledge and skills and raising the quality of teaching.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY338048                                                                          |
| <b>Local authority</b>                             | Blackburn with Darwen                                                             |
| <b>Inspection number</b>                           | 10308208                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 3 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | 8 March 2018                                                                      |

## Information about this early years setting

The childminder registered in 2006 and lives in Darwen, Lancashire. He works together with his wife, who is also a registered childminder. The childminder operates all year round, from 7.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6.

## Information about this inspection

**Inspector**  
Emma Barrow

### 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 childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder completed a learning walk and joint evaluation of an activity.
- The inspector held a number of discussions with the childminder.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents.

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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