

Childminder report

Inspection date: 31 August 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thoroughly enjoy their time in the care of the highly qualified and nurturing childminder. They develop exceptionally strong bonds with the childminder who prioritises their emotional well-being. Children settle quickly when they start attending. They feel safe and are extremely confident.

Children are highly motivated and eager to learn. They enthusiastically take part in a range of well-planned fun activities and become absorbed in their play. As children realise the wheels on the wheelbarrow are stuck, they use their strength to carry it to the role-play builder's yard. They put on their safety hats and set to work fixing the problem. They invite the other children to join in who quickly offer help. They demonstrate high levels of self-esteem and consistently keep on trying, even when they encounter difficulties.

Children have developed extremely respectful bonds with the childminder and each other. They play cooperatively and listen to suggestions from their friends. The older children are excellent role models. For example, when it is time for lunch, they show the younger children how to make a bookmark so they can return to their story later. Children ask each other, 'Can I have a turn after you please?' Children have exceptional sharing and negotiation skills.

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

- The childminder accesses a wide range of professional development and regularly researches different teaching methods. Most recently, she has focused her research on ways to support children's emotional needs. The childminder values the importance of continually developing her excellent knowledge and skills to maintain her high standards.
- The childminder places great importance on supporting children's emotional needs. She encourages the children to name and acknowledge a range of emotions through stories and discussions. Children talk about what colour they think an emotion would be and how it feels. Children then use their knowledge of emotions as they play. They talk about the pets in the role-play vets feeling scared and sad as they are unwell. They come up with solutions to make the pets feel better. Children gain an excellent understanding of their own feelings, and the feelings of others.
- The childminder supports children extremely well to develop their independence and self-care skills. Children take ownership of watering plants and fruit they have planted. They notice that some strawberries are red and they pick, wash and then taste them. At mealtimes, children serve themselves a selection of food and when some water spills on the table they immediately wipe it up. Children are confident in their own abilities and are self-assured.

- Parents are full of praise for the childminder. They say that their children love attending and describe the childminder as 'a real gem' who is 'professional' and 'caring'. Parents feel particularly well informed about their children's development and the childminder provides them with information about how they can support their children's development at home.
- Children with special educational needs and/or disabilities (SEND) flourish in the care of this inclusive childminder. The childminder regularly reflects on children's developmental progress and engages effectively with parents and other professionals to enable support to be put in place for children when needed. The childminder is extremely proactive at researching ways to support children's individual needs, as well as acting on advice from parents and other agencies. Children with SEND make excellent progress in their learning and are extremely well supported.
- The childminder is particularly skilled at supporting children's speech and language development. She builds on children's communication skills through many high-quality back-and-forth conversations, where she models speech clearly and encourages children to share their ideas. The childminder reads in a way that excites and enthuses the children and skilfully introduces new language as they enjoy books together. Children are extremely confident communicators.
- The childminder ensures all children are provided with many opportunities to be physically active. Children go out for daily walks in the community where they visit the local forests and parks. They are provided with a range of opportunities to use their strength as they carry heavy objects in the garden. Children practise their small-muscle skills as they scoop up rice and use a range of large chalks to make marks outside. Children make excellent progress with their physical development.
- Children confidently share their mathematical knowledge with visitors. When they find a number 1, they shout with excitement 'it is 1!' Children know their ages and how old they will be after their next birthday. They show the right amount of fingers to represent the number. Children have developed a good understanding of early mathematical concepts.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places great importance on ensuring children's safety. She is fully aware of her responsibility to keep children safe. She is proactive in ensuring she accesses regular training to keep her knowledge current. The childminder is extremely knowledgeable about safeguarding and the signs and symptoms of possible abuse and the correct reporting procedures to follow. Children benefit from an abundance of opportunities to learn about how to keep themselves safe. For example, when on outings, the childminder teaches them about road safety.

Setting details

Unique reference number	EY340220
Local authority	Lancashire
Inspection number	10129053
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 February 2016

Information about this early years setting

The childminder registered in 2006 and lives in Accrington, Lancashire. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds qualified teacher status and provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Rebecca Weston

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out joint observations of group activities with the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.

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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