

Childminder report

Inspection date: 6 February 2023

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

Children are well cared for and build good relationships with the childminder. They show that they feel safe and secure as they look to the childminder for reassurance. Children particularly enjoy sharing stories with the childminder. They excitedly share books and enjoy repeating words and phrases from the stories. The childminder takes children out for walks to gain exercise and to notice the natural world. They benefit from woodland walks, which help to support their physical development. These visits help children to observe and understand their natural environment.

Children confidently talk to the childminder and enjoy plenty of cuddles. They clearly feel very at ease in the childminder's home. This ensures children are ready to enjoy learning. Children behave very well. The childminder has high expectations of children's behaviour and uses positive language whenever children need gentle reminders. Children know what is expected of them and the childminder encourages independence through simple activities, such as tidy-up time.

The childminder tailors activities to incorporate children's personal interests and individual stages of development. All children make good progress. Children have access to a wide choice of resources that develop their curiosity. They explore with enthusiasm and spend long periods at activities alongside the childminder.

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

- Children benefit from a curriculum which is focused on their communication and language. The childminder interacts with children effectively through modelling new vocabulary. She provides a narrative and extends children's language throughout activities. For example, while playing with elephant animal figures she adds words, such as 'walking' and 'sleeping'. This supports children to have a wider range of vocabulary and helps to develop further play skills.
- Children learn about mathematics in a variety of ways. This is introduced into their play in a fun and exciting way. As a result, even the youngest children begin to count and recognise mathematical concepts, such as big and small.
- The childminder plans a curriculum around the individual needs of the children. The curriculum focuses on children's interests and on what they know and enjoy. Children demonstrate a positive attitude to their learning and are confident to tell the childminder what they would like to do next.
- The childminder provides a healthy diet. Children enjoy nutritious food. They are encouraged to have good hygiene practices, such as washing their own hands before mealtimes. This supports children to learn some of the ways to live a healthy lifestyle.
- The childminder visits stay-and-play sessions in the local community. Children

have the opportunity to socialise with children who are different from them and from a variety of backgrounds. However, time is not provided to explore a variety of different cultures and family dynamics within the setting. Therefore, children do not always develop their understanding of other cultures to the highest level.

- The childminder knows the children well. She understands the importance of knowing where they are up to. The childminder works well with parents and has well-thought-out settling-in procedures. Information is gathered from parents about what children know and can do. The childminder regularly makes checks on their development and plans the environment to support this. However, this information is not always shared with home. Therefore, children do not always benefit from continuity in learning.
- The childminder is proactive in seeking opportunities to develop her own professional practice. For example, she recently attended a course on supporting children with eating habits. The childminder reflects on how this will impact her practice and the language she uses when supporting children to try new foods. As a result, she has made changes to the routine at mealtimes to support children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the possible signs that a child may be at risk of harm and knows the local safeguarding procedures to follow when necessary. She regularly accesses safeguarding training, including awareness of cuckooing and county lines, and understands how these can be a safeguarding risk for the children and families she cares for. Her home is secure. She considers risk at all opportunities and makes necessary adjustments to ensure children are kept safe and accidents are managed well. There are effective processes in place for the safe administration of medicines.

What does the setting need to do to improve?

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

- develop the curriculum further to support children to learn about other cultures and ways of life
- strengthen further the communication with parents, so they know what the next steps are for their children and know how to support them at home.

Setting details

Unique reference number	EY343323
Local authority	Lancashire
Inspection number	10264361
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	0 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 June 2017

Information about this early years setting

The childminder registered in 2006 and lives in Preston, Lancashire. She operates all year round from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays.

Information about this inspection

Inspector

Stacey Wendrenski

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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