

Childminder report

Inspection date: 1 February 2024

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

The friendly childminder has created a welcoming environment that supports children's happiness and safety. Children have a strong sense of belonging. They are comfortable and lead their own play as they choose from accessible toys and resources. The childminder provides a well-organised and spacious play area. The array of equipment and activities interests children and helps them to be independent and motivated learners.

The childminder has high expectations for children's behaviour. She sets clear rules and boundaries. Children are kind, giving fresh fruit to their friends, for example. They play cooperatively together and have a great time. Children are learning to be respectful of others and develop friendships. For example, they share the pretend food in the role-play area. Children's behaviour is very good due to the meaningful praise and consistent messages provided by the childminder.

The childminder's ambitious curriculum prioritises preparing children in readiness for school. She focuses on helping children to develop their understanding of mathematics. The resources used and the childminder's meaningful interactions help to encourage children to develop excellent mathematical skills, and they use a wealth of mathematical language.

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

- The highly qualified childminder works in close partnership with her co-minder. They support each other very well. The childminder keeps all required training updated. She reads published guidance and conducts her own research. She also receives information from a local authority adviser. The childminder uses her new knowledge to identify and address any areas for further improvement. This has helped her to maintain the good quality of the provision.
- The childminder chooses to use a learning journal and a development tracker to ensure she provides a curriculum that, overall, teaches children what they need to learn next. However, occasionally, the childminder does not implement the intended curriculum. This means that, at times, children do not receive help for their current learning. Nevertheless, children make good progress and, overall, are being prepared for future learning.
- Children delight in searching for birds during a birdwatching activity. Children use their home-made binoculars and identify birds that have flown into the childminder's garden. Children cheerfully match the birds to their list, relishing their sense of achievement. They quickly find the next bird listed. Children are developing an acute awareness of the natural world.
- The approachable childminder works harmoniously with parents. Parents speak highly of the childminder and say they feel happy and reassured. They

particularly praise the quality of the communication shared. This includes information about activities, experiences and the progress that children are making. The childminder provides parents with suggestions of how to continue to support learning at home. This means that the promotion of children's learning and development is consistent.

- Children's behaviour is good. They play amiably together. For example, children share the dolls and help their friends to dress and pretend to feed them. Children who ride bikes are considerate of others. They ride carefully around the garden, making sure they are aware of others who play close by. The childminder gives meaningful praise to children. They are aware of what they do well and understand what they have achieved. This contributes towards children's self-esteem and emotional security.
- The childminder wants children to be prepared for school. She provides a variety of opportunities for children to develop independence and confidence in their own self-care, such as through handwashing routines and peeling and cutting up fruit for snack. Children are physically well prepared. Babies pull themselves up to standing using carefully placed furniture. This helps them to increase their physical strength and be ready for walking. However, the childminder is not clear on how best to support children's early literacy. She teaches some incorrect letter sounds and uses capital letters when lower-case letters are required. As a result, children are not accurately learning to write or say the letters of their name.
- Physical health is promoted well. The childminder teaches children about the importance of following good hygiene routines. Children manage this incredibly well for their age. Older children are heard telling younger children that they must wash their hands properly, 'as they may look clean, but germs remain'. Children are physically active. The childminder leads a morning exercise session, which prepares children for the exciting day ahead.

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:

- focus more closely on implementing the intended curriculum and help children to make the very best progress possible
- help older children to be better prepared for early writing.

Setting details

Unique reference number	EY343544
Local authority	Lancashire
Inspection number	10305057
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	6
Number of children on roll	7
Date of previous inspection	9 February 2018

Information about this early years setting

The childminder registered in 2006 and lives in New Longton, Preston. She holds an appropriate early years qualification at level 3 and operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works alongside a co-childminder. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Layla Davies

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 quality of education was observed, and the inspector assessed the impact this has on children's learning.
- The inspector viewed the premises and discussed the intent of the curriculum during a learning walk.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, such as policies and procedures and training certificates. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of her household members.
- Children were spoken to when appropriate.
- The childminder and the inspector held ongoing discussions throughout the inspection.
- Parents shared their views of the setting with the inspector.

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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