

Childminder report

Inspection date: 20 June 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 childminder ensures that children feel safe and secure at this calm, positive setting. She takes time to find out about children through thorough settling-in processes. The childminder builds an understanding of the most effective ways to meet each child's needs. For example, she mirrors children's sleep routines from home to provide continuity. Children have developed caring relationships with the childminder, who prioritises their well-being at all times.

Children benefit from the rich, broad range of activities and experiences that the childminder provides. They enjoy making choices about what to play with from the wide range of accessible resources, indoors and outdoors. Activities are carefully planned to broaden children's knowledge and skills across all areas of learning. The childminder utilises incidental experiences to widen children's knowledge. For example, she shows children a bee and encourages them to watch as it lands on different flowers. The childminder asks children about what the bee is doing and provides a clear explanation of how honey is made. All children make good progress in their learning.

The childminder has high expectations of children's behaviour. She has embedded clear routines, which children are supported to understand and to follow. The childminder models how to share toys and praises children as they wait patiently for their turn in a game. This supports children to behave well and to interact positively with each other.

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

- The childminder understands the individual needs and interests of each child at her setting. She uses this knowledge to plan activities that excite children and promote their learning. This supports children to make good progress over time. However, during children's independent play, the childminder does not always ensure that her interactions with children focus on extending the specific skills that she has identified they need to learn next. The childminder's intent for children's learning is not consistently implemented at these times.
- The childminder promotes children's early literacy skills well. Children gather round, keen to listen to the childminder as she reads aloud. They eagerly point to their favourite books as they finish one story and request another. The childminder engages children in two-way conversations and models how to produce speech sounds by showing them where to position their tongue behind their teeth. Children are supported well to develop a love of reading and to become confident communicators.
- Children are supported well to develop their resilience and a love of learning. The childminder seamlessly adapts activities to ensure that all children are

motivated to join in and praises them as they have a go. As children attempt to knock skittles down with a ball, she talks to them about their technique as she encourages them to try again. Children are developing positive attitudes to learning.

- Mathematics is seamlessly woven into all areas of the curriculum. For example, as children build towers with bricks, the childminder compares the size of the towers and encourages children to count the bricks. As children engage in drawing activities, the childminder asks them about the shapes they have drawn. The childminder supports children well to develop their knowledge of early mathematical concepts.
- The childminder takes swift action if she identifies any concerns about a child's progress in their learning. The childminder communicates effectively with parents and with other professionals to ensure that the needs of children special educational needs and/or disabilities are identified, understood and met. This includes working with other settings that children attend to ensure continuity of care and education. This supports children to make good progress from their starting points.
- The childminder is committed to continuing to develop her knowledge and expertise. She reflects on the quality of her own practice and accesses a range of professional development opportunities to build on her skills over time. The childminder communicates what she has learned effectively with her co-childminder and occasional assistant. This ensures consistency in the quality of practice from all adults at the setting.
- Children's physical health is promoted by the childminder. She ensures that children are provided with a wide range of home-cooked, nutritious meals and healthy snacks. The childminder provides support and advice to parents about their children's eating habits at home. She encourages children to be physically active. For example, they ride scooters and climb up the steps to the slide in the garden. Children are being supported well to lead healthy lifestyles.

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:

- strengthen the delivery of the curriculum during children's independent play to promote their next steps in learning more effectively.

Setting details

Unique reference number	EY344546
Local authority	Lancashire
Inspection number	10339234
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	5 July 2018

Information about this early years setting

The childminder registered in 2006 and is located in Oswaldtwistle, Lancashire. She works with a co-childminder and an occasional assistant. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Liz Dayton

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 she ensures that they are safe and suitable.
- Children communicated with the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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