

Childminder report

Inspection date: 21 November 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

The childminder promotes her core values of kindness, respect, and helpfulness throughout the provision. She threads these values through children's experiences and embeds them in their learning. The childminder and her assistant teach children to behave well and to understand the expectations of them. Children feel at home and babies settle quickly. They form strong bonds and feel happy and safe due to the sensitive and thoughtful natures of the childminder and her assistant.

The childminder is passionate about enabling children to play and learn outdoors from the youngest age. Children learn to manage risk and negotiate obstacles as they hunt for spiders with magnifying glasses in the garden. The childminder helps children recall activities they have done before, such as leaf hunting, to build on their previous learning. The childminder's assistant shows children how to use a compass. He explains its function and models new contextual vocabulary for children to hear and practise, such as 'direction' and 'north'. Children are curious and interested in their play. Engaging teaching helps them sustain focus during activities and make good progress in their learning.

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

- The childminder knows children well and takes time to gather plenty of information from parents before a child starts. This helps her to understand families' individual circumstances and the experiences children arrive with. This means she can support children to understand how they are each unique and plan well for their learning from the outset.
- The childminder teaches children about the world around them. They learn about the significance of Remembrance Day and about those people who help us. The childminder teaches children about different types of families and that each one is special. Children learn to be kind to others in our diverse world.
- The childminder has effective systems in place to monitor and assess children's progress. She continually shares information with parents and engages with them to incorporate their knowledge into her assessments. The childminder identifies and bridges gaps in children's learning swiftly. This helps children to make good progress across the curriculum.
- The childminder works with parents and other agencies, where appropriate, to meet all children's individual needs. She is open to parents' suggestions about their children's learning and development. The childminder offers ideas to help parents support their children further at home. This helps to maintain consistency of children's care and learning.
- The childminder supports children's developing speech and language skills well. Children speak with confidence to visitors and enjoy songs and stories. They look forward to weekly library visits to choose new books. On occasion, younger

children are overshadowed in group activities and their language skills are not promoted as effectively as possible. This hinders their growing confidence in their communication skills.

- The childminder teaches children to be increasingly independent. Young children use the toilet unaided, and their younger peers are also keen to try. Children enthusiastically help to tidy and clean up after meals. The childminder uses these moments to embed information about germs and good health. Children learn key life skills.
- The childminder helps children develop their physical skills well. She helps young children build their muscles as they practise climbing during visits to soft-play centres. The childminder gives children plenty of opportunities to enjoy the outdoors and run around in the fresh air. She helps children learn to love being physically active, supporting their overall well-being.
- The childminder supports her assistant well. She sources training for herself and her assistant to enhance their skills and knowledge. For instance, she has completed forest school training to support her to teach children outdoors. The childminder involves her assistant in planning for children's learning and in evaluating the provision. They are dedicated to their roles and seek to continually improve experiences for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a sound understanding of safeguarding policies and procedures. They understand how to identify when a child may be at risk of harm and how to refer concerns to appropriate agencies. The childminder keeps her knowledge of local safeguarding issues fresh by completing her own research and through contact with the local authority. The childminder conducts thorough risk assessments of her premises and on outings to help keep children safe in her care. She involves children in conducting risk assessments, so that they begin to learn to keep themselves safe.

What does the setting need to do to improve?

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

- promote the communication and language skills of younger children further, particularly during group activities.

Setting details

Unique reference number	EY349628
Local authority	Lancashire
Inspection number	10308219
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	12
Number of children on roll	13
Date of previous inspection	21 March 2018

Information about this early years setting

The childminder registered in 2007 and lives in Bamber Bridge, Lancashire. She holds a relevant qualification at level 3 and works with one assistant. The childminder is open Monday to Friday, from 7am to 6pm, all year except for bank holidays and family holidays. She provides funded early years education for two-, three- and four-year old children.

Information about this inspection

Inspector
Amy Johnson

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.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises and implements their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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