

Childminder report

Inspection date: 7 July 2022

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 have developed secure relationships with this enthusiastic childminder. They are surrounded by language as the childminder talks to them as they play. They talk about their own experiences and recall past events, such as the party they recently had to celebrate the Queen's platinum jubilee. They squeal in excitement and anticipation before they sing 'Happy birthday' to their friends. They chatter about their own birthday and age. As a result, they are learning about what makes them unique.

Babies feel safe and secure and have developed strong attachments with the attentive childminder. This enables them to be ready to explore. Children spontaneously begin to prepare for a picnic. They pack their basket and set up outside. Their imaginative play is supported by the childminder, who readily follows their lead. They discuss the food they will take and what else they need. This is supporting their communication and language development.

The childminder has high expectations for all children. They develop their independence from an early age. Older children take themselves to the toilet and attend to their own personal needs. They feel confident to ask for help when needed. The environment supports children to choose their own resources and develop independence.

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

- The childminder is passionate about what she does and the children she cares for. She has a clear vision for her provision and works closely with a co-childminder. Together, they have established a clear routine, policies and procedures as part of their shared values. The childminder uses online literature to update her skills and knowledge to further develop her practice.
- Overall, the childminder has an excellent understanding of the areas of learning. Starting points are identified and she ensures that children's progress is closely monitored. The childminder identifies children's next steps. For example, they access adult-led activities to develop their understanding of mathematics. However, as children play, the childminder does not model mathematical language to extend their learning. As a result, children do not revisit their previous learning within play to build on their understanding of early mathematical concepts.
- The childminder has extensive experience of working with vulnerable children as well as children with special educational needs and/or disabilities. She ensures that all children are given the opportunity to reach their fullest potential. Partnership working with other professionals, alongside early identification of concerns, ensures that children receive the support they need.

- The childminder has a close working relationships with other settings that children attend. Information-sharing between settings is highly effective in meeting the needs of the children. Close partnership working is also established with the local school. Children starting in Reception class are being supported by the childminder. For example, they have recently visited to watch the sports day at the school. This is supporting children to become familiar with the school environment and its community.
- In the main, children's behaviour is very good. They respond promptly when given instructions by the childminder and demonstrate high levels of respect. However, there is scope for the children to become more aware of why rules are in place. For example, they do not recognise the possible risks of holding cutlery above their heads as they cut up their own fruit at snack time. That said, children clearly feel valued by the childminder and happily share their own thoughts and ideas.
- Children enjoy stories and songs throughout the day with the childminder. This is supporting their communication development. However, younger children and those with speech and language delay are not consistently given the appropriate amount of time to answer questions or opportunities to initiate conversations for themselves.
- Parents and carers are happy with the quality of care children receive from the childminder. They express that their children enjoy coming and are thriving since starting. They say that their children are settled and have developed secure bonds with the childminder. They value the communication between home and the childminder and feel updated on their child's progress and next steps.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of the signs and symptoms of abuse, including what to do if she feels that a child is at risk of harm. The childminder speaks confidently about when and why she would follow the whistle-blowing procedure. She ensures that the environment is safe and secure to enable children to access all areas of the provision independently.

What does the setting need to do to improve?

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

- support children to recognise why behaviour rules are in place and the impact that their behaviour has on others
- provide even more opportunities to support children to develop their understanding of early mathematical language and concepts
- allow children enough time to think and respond to questions.

Setting details

Unique reference number	EY360111
Local authority	Lancashire
Inspection number	10232964
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 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	30 April 2018

Information about this early years setting

The childminder registered in 2007 and lives in Lytham St Annes, Lancashire. She operates all year round from 7.30am to 5.30pm, Monday to Friday. The childminder holds a childcare qualification at level 3. She provides funded early education two- and three-year-old children.

Information about this inspection

Inspector

Jenny Burgeen

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 setting.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this had on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of an activity with the childminder.
- 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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