

Childminder report

Inspection date: 7 May 2025

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 at the setting are happy and secure. They are able to talk about their wants, needs and feelings and use these to regulate their emotions. For example, children explain that when they are feeling happy, they are feeling 'yellow'. This shows that the childminder supports children to discuss and understand how they are feeling. She takes this further by setting clear expectations of children's behaviour. The childminder teaches children that they are in control of their emotions and actions. For example, when children push others, this is quickly addressed. All children happily work together moments later. Children are starting to understand routines, expectations and how to regulate emotions. This is supported by the childminder.

Children have a say in what happens throughout the day. Their thoughts, feelings and needs are taken into consideration when the childminder facilitates children to explore the open and rich environment provided. For example, children choose to explore the nursery rhyme bag. They choose nursery rhymes, and the childminder facilitates learning through the use of a chosen activity. The childminder is skilled in adapting learning in the moment.

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

- Overall, the childminder assesses children's learning effectively. She knows children's next steps and uses these to plan appropriate activities. However, the childminder does not precisely sequence her curriculum to build on children's learning. For example, children make a fruit salad, yet are not taught first about how to use equipment safely. This means children do not learn key skills needed to complete the activity effectively.
- Children are supported to understand about nutrition. For example, children read the story of a hungry caterpillar and discuss if foods are healthy or unhealthy. The childminder then elaborates on children's understanding and addresses misconceptions, building on children's knowledge before supporting children to try new and familiar fruits.
- The childminder communicates with children effectively. She narrates children's play and checks children's understanding of unfamiliar words. For example, when reading a story, she checks children's knowledge and explains clearly what salami is. This means that children build on their knowledge and understanding, adding new words to their vocabulary.
- The childminder works with other childminders. She provides children with more learning opportunities outside of the home setting. For example, she helps lead a group at a local church where children can work with peers and get to know others. This helps prepare children by building on their emotional and social skills for when they move to Reception Year.

- Parental partnerships are strong. Parents speak highly of the childminder and the support they receive from her. For example, parents talk about the support they receive from the childminder in order to further their child's health and development. This means that children receive tailored support and care from the childminder and their parents.
- Professional development opportunities are regularly sort. The childminder attends relevant courses to further her knowledge and skills. However, this information is not always implemented effectively in practice. For example, the childminder attends training but is not always clear on how to use this information to further children's learning. This means that children do not always get the precise help and support they require in a timely manner.
- The childminder evaluates her own practice effectively. She reflects on her teaching and understands how she would adapt her practice to meet the needs of individual children. For example, at times, children become engaged with resources intended for another activity. The childminder notices this and makes plans to adapt the environment to reduce distractions. This means that the childminder continually develops her practice over time.

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:

- develop a sequential curriculum that clearly meets the needs of all children
- build on professional development opportunities so that information gathered can be implemented into practice effectively.

Setting details

Unique reference number	EY360206
Local authority	Lancashire
Inspection number	10376060
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 May 2019

Information about this early years setting

The childminder registered in 2007 and lives in Rossendale. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Shearman

Inspection activities

- The inspector and the childminder completed a learning walk together and discussed the early years curriculum.
- The children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector carried out a joint observation with the childminder.
- 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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